

QUARTERLY

The College of New Rochelle Alumnae/i Magazine

Fall/Winter 2013 | Volume 82 | No. 3



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(Story on page 23)

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Ansel Adams: The Tetons and the Snake River, Grand Teton National Park, Wyoming, 1942.



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ENSURING
THE FUTURE:



Setting an Agenda for CNR

BY LENORE BOYTIM CARPINELLI SAS'89

When Judith Huntington became CNR's 13th President in July 2011, she presented to the Board of Trustees and the College Community her top ten strategic initiatives for The College of New Rochelle.

To date, some have just begun, while others are ongoing or complete. Together, these initiatives serve as a framework for the College going forward.

1. PROMOTE THE COLLEGE'S

MISSION AND IDENTITY: An ongoing priority above all else is continuing to promote and support CNR's mission as a Catholic college that is grounded in the liberal arts and that has a special commitment to access and diversity and to women's education. "This is who we are and who we will continue to be," says President Huntington, "and it is always the first and foremost consideration in everything we do."

2. ENROLLMENT MANAGEMENT:

Because the College is so significantly tuition dependent, enrollment management, which includes both recruiting new students to each of the four Schools as well as retaining them, is critically important. Key to this is offering programs that meet the competing needs of students and that are appropriately resourced. Program reviews are currently underway in each of the Schools to ensure that resources are being invested and allocated appropriately and that our programs meet the needs of a 21st century learner. In the Graduate School,

new academic programs in public administration, marriage and family therapy, and intervention for autism spectrum disorders have been introduced. In the School of Arts & Sciences, signature programs are being identified in which the College can distinguish itself from our competition, and in the School of Nursing, a doctorate in nursing practice is being considered. In the School of New Resources, the focus continues to be on access which has been restricted recently because of changes in the regulatory environment, and the implementation of a GED program is planned. In terms of retaining students, student-centeredness is also a priority. Since taking office, President Huntington has periodically met with students from across the College in open forums to answer questions and hear their concerns.

3. STRATEGIC PLANNING: An institution-wide, collaborative strategic planning process is currently underway. Led by a planning task force, which is comprised of representatives from throughout the College but pre-

dominantly faculty, this process will gather the very best future thinking from all corners of the institution and from those beyond the CNR Community, to identify and address the environmental trends that will provide new challenges and new opportunities for CNR in the future. "I am confident that this collaborative strategic planning process will help shape the future of this 109-year-old institution, creating a vibrant and compelling vision and defining the goals and objectives that will allow us to thrive and our students to be successful," says President Huntington. "To be successful, this project will take courage, discipline, and a community working together: the very gifts we have been blessed with for more than 100 years."

4. INFORMATION TECHNOLOGY:

A major driver in higher education is technology, and to remain competitive investment in information technology to support both e-learning and student services is critical. As a result, a technology audit was conducted this past year, which examined how the College

delivers educational services to students and supports students. Out of this audit came several recommendations which are currently being implemented, including expanding e-learning to include completely online courses that were offered this summer.

5. DIVERSIFICATION OF REVENUE STREAMS:

Acknowledging that the College is largely tuition dependent, the importance of developing additional reliable sources of revenue to insulate the College from turbulent economic times cannot be understated. A key source of additional revenue is corporate and foundation support. This year the corporate and foundation relations program has been expanded with the addition of a director of corporate and foundation relations.

6. STUDENT-CENTEREDNESS:

Though an important part of enrollment management, student-centeredness is also a strategic initiative in its own right. According to President Huntington, “Student-centeredness is furthering a culture where everyone from security through the president’s office understands that we are here in support of students. As we make decisions and as we contemplate change, we need to think through the eyes of students, engage them in a way that’s very meaningful, and treat students, as we always have, with dignity and respect.” To further facilitate this initiative, a workshop on student-centeredness for members of the College Community is planned.

7. INVESTMENT IN FACILITIES:

Critically important is ensuring that facilities adequately support the learning and living environments at the College. Significant improvement has been made in recent years with the addition of The Wellness Center and the renovations in Gill Library, the Mooney Center, and the Sweeny Student Center, but further investment is needed in classrooms and labs. It is expected that the strategic planning process will identify how best to utilize facilities on the Main Campus and at

the city campuses to deliver services to students.

8. ADVOCACY FOR FEDERAL AND STATE AID:

As the governments at both the federal and state levels continue to seek ways to reduce spending, advocating for aid to ensure low-income individuals who have been bypassed continue to have access to education is vital. While funding levels for aid such as Pell and TAP have remained intact, recently, eligibility has been restricted. Says President Huntington, who wrote two op-ed pieces on Pell this year, “A major initiative for me is to continue to impress upon our legislators the importance of providing funding that will provide access to education, particularly for low-income minority indi-

College Community collaborated on the preparation of a self-study document that demonstrated how the College has addressed the Characteristics of Excellence in Higher Education as outlined by Middle States. The Middle States evaluation team, which visited the College in March 2012, found that the College had successfully met all 14 standards of excellence.

10. INCREASE BOARD ENGAGEMENT:

Shortly before she began her presidency, President Huntington participated with members of the Board of Trustees in a Board retreat, which included discussion of the functioning of the Board and where improvements could be made to better utilize the skills, talents,

“Strategic planning will take 12 months, while strategic thinking is ongoing and critical in the complex environment we are in now. What I’m looking for in every corner of the institution is innovation and creativity—always within the context of the core values that define our mission. There’s a lot of room to work in the context of who we are, and who we’ve been, and who we are committed to being. I’m looking for the best thinking on a continual basis. Strategic planning is a discrete project. It will have deliverables in terms of objectives and goals to be met and a blueprint, but we’ve got to be thinking strategically all the time. It’s just a new way of doing business.”

viduals who may be the first in their families to go to college, who are looking to change their lives, to educate themselves, to provide better career opportunities, to advance themselves and really change their families’ lives for generations to come.”

9. MIDDLE STATES

REACCREDITATION: Every ten years, the College completes an accreditation review from the Middle States Association of Colleges and Schools. In March 2012, the College successfully completed the review for the ten-year period from 2001-2011. For two and a half years, members of the

knowledge, and expertise of Board members. “While I think the College has been incredibly successful in engaging our Board members in fiduciary and stewardship responsibilities,” says President Huntington. “I think that we can even be stronger in generative discussion on the most pressing issues facing the College today.” Going forward, the strategic initiatives that have been identified will be discussed at every Board meeting. In addition, meeting days will include time spent with faculty, staff, and students to discuss actual programmatic issues.

The Changing Higher Education Landscape

BY LENORE BOYTIM CARPINELLI SAS'89



HIGHER EDUCATION is currently experiencing radical change at an unprecedented pace. The next decade is likely to present a unique set of both challenges and opportunities driven largely by an enduringly lackluster U.S. and global economy, an increasingly regulatory environment, a more competitive landscape for students, and the escalation of the digital revolution. All of these will have a direct and meaningful impact on modes of learning and accessible, affordable education. The College of New Rochelle will certainly feel that impact.

Higher education was not immune to the devastating impact of the recent recession and continues to be effected by the sluggish economies both domestic and abroad. The decline in the equity markets and their continued volatility has had a dramatic effect on endowment funds, resulting in huge losses, limited liquidity, and exposure to new risks. The current fiscal cliff poses even more instability and uncertainty.

Reductions in Financial Aid

As the economy has struggled, government has looked to reduce budgets by cutting aid for education. Most recently, this has included reductions in funding from the Federal Supplemental



As consumers, parents and students are becoming much more risk averse, limiting discretionary spending and seeking high quality but low-cost education.

Educational Opportunity Grant (SEOG) Program, the College Work Study Program, the New York State Tuition Assistance Program (TAP), and New York State Bundy Aid.

In addition, while overall funding for the Pell Grant program has remained secure for now, it remains vulnerable and certain cuts have already been put in place. For example, the summer Pell Grant, which covered costs for students to attend summer classes, has been eliminated, as has the in-school interest exemption for graduate and professional students, which allowed for the federal government to pay the interest while graduate students were enrolled in school.

"The College of New Rochelle, like many small private colleges and universities, is a tuition dependent institution and a great many of our students rely heavily on both federal and state aid," says CNR President Judith Huntington. "While a dependence on

tuition and financial aid present a certain level of risk, we assume those risks in the fulfillment of our mission."

A Trend Toward Greater Scrutiny

As part of the trend toward an intensified governmental regulatory environment, the federal government also enacted new legislation this July that cut funding and tightened eligibility levels for Pell Grants and Direct Stafford Loans for ability to benefit students. Prior to this past summer, students who were without a high school diploma or GED could demonstrate that they would benefit from a college education by taking a federally approved basic skills test. Currently, students need to have a high school diploma or GED to be eligible for federal financial aid.

"These students are usually low-income adults, many of whom have been out of school for 10 years or more," says President Huntington.

“In some instances, they have not completed high school because they needed to care for family members or work to provide basic support for their families.”

As a whole, the cost effectiveness of higher education is also facing increasing governmental scrutiny and new skepticism from parents and students in light of the weakened economy, rising unemployment, and worries over accumulating student debt. As consumers, parents and students are becoming much more risk averse, limiting discretionary spending and seeking high quality but low-cost education, making tuition pricing, meeting the demands and needs of today's students, and the need to become more student-centered even more crucial.

A More Competitive Landscape

In addition to the challenge of appealing to a market of intensified consumerism, college and universities have been faced in the last several years with an overall national decline in high school graduates, which has in turn created greater competition for the traditional age student population (18-21). According to a 2008 report from the Western Interstate Commission for Higher Education, this decrease was expected to be the greatest in the Northeast, resulting in a 13 percent decrease in high school graduates from 2008 to 2022.

The proportion of young people attending college, which had increased from 20 percent to 60 percent from the period following World War II to the 1990s, has also remained constant in recent decades. The largest growth in enrollments in the late twentieth century was in those older than the usual college age—nontraditional students. Today's student population is more diverse than ever before, with women making up the largest percentage and African-Americans, Latinos, and Asian-Americans represented in large and growing numbers.

The Impact of the Digital Revolution

Perhaps no other development has had more effect on the modes of learning for today's college students than the digital revolution. Whereas traditional



The greater demand for online learning has forced many colleges and universities to make and consider dramatic changes in their degree programs and in how they deliver student services.

classroom settings with chalkboards and face-to-face interaction between professors and students were the norm for centuries, today's college classrooms are expected to be technologically advanced with state-of-the-art equipment. In addition, the greater demand for online learning has forced many colleges and universities to make and consider dramatic changes in their degree programs and in how they deliver student services.

“The digital revolution raises critical ideology questions about how and where we provide our educational programs and how we prepare our students to be 21st century learners,” says President Huntington. “It also impacts how we equip our campuses, classrooms, labs, studios, and libraries and how we support and provide services to our students, faculty, staff, and alumnae/i, and ultimately how we compete in a highly competitive environment.”

While online courses and degree programs have become more prevalent in recent years, the development of Massive Open Online Courses (MOOCs) has even greater potential to permanently alter higher education. Aimed at large-scale participation, generally free, and non-credit bearing, MOOCs are already attracting huge enrollments and the involvement of elite college

and universities. According to a November 2, 2012 *New York Times* article, edX, the nonprofit start-up from Harvard and the Massachusetts Institute of Technology, has 370,000 students this fall in its first official courses, while Coursera, founded just last January, has reached more than 1.7 million.

In another development, *The New York Times* reported on November 14, 2012, that the American Council on Education and Coursera had announced a pilot project to determine whether some free online courses are similar enough to traditional college courses to be eligible for credit. The Bill and Melinda Gates Foundation also announced grants for MOOC research to encourage the development of MOOCs in introductory courses that might be integrated into community college curriculum.

“Clearly the landscape in higher education is changing,” says President Huntington. “Now more than ever, it is necessary for institutions, including The College of New Rochelle, to assess the risks, challenges, and opportunities that are before us and develop a unique strategic direction that is congruent to our mission yet also sets us apart from our competition.”

Moving Forward with New Initiatives

With the College largely tuition dependent, enrollment management remains a priority. Currently there are initiatives underway across the College and more still to come as CNR moves forward to meet the contemporary needs of our students. >>

Graduate School Announces New Programs

Continuing the goal of meeting the current needs of students, the Graduate School introduced new master's degree programs in public administration and marriage and family therapy and a new certificate program in interventions for autism spectrum disorders in fall 2012.

The master's degree in public administration (M.P.A.) is designed specifically to prepare graduates for a professional career in public service.

The program currently offers a general track and a track in long-term care administration. Plans are underway to develop tracks in non-profit administration and local government management. CNR is also in the process of developing a five-year B.A./M.P.A. program in conjunction with the School of Arts & Sciences.

The M.P.A. program's core philosophy is to promote social justice. "Many of our students have a sincere desire to make a positive impact upon society. We approach the practice of public administration from a perspective that does not place efficiency over social justice and equity, because our ultimate purpose is to equip our students with the tools necessary to step out into the

world and make it a better place," says Malcolm Oliver, assistant professor of public administration.

The 45-credit master's degree program in marriage and family therapy, which meets the requirements for licensure in New York State as a marriage and family therapist, prepares students to become professionals in providing therapy to couples and families of diverse backgrounds, ages, and needs.

The U.S. Centers for Disease Control recently estimated that as many as one in 88 children in the United States are diagnosed with autism. "Given the increased number of students identified with autism each year, there is a need for teachers to learn about working with students with autism, and we are trying to meet that need," says GS Dean Marie Ribarich.

The 15-credit advanced certificate in interventions for autism spectrum disorders will assist teachers, psychologists, and other professionals who seek additional expertise in working with students with autism spectrum disorders.

For further information, visit www.cnr.edu, call (914)-654-5309, or e-mail the Director of Graduate Admissions at mramos@cnr.edu.

New Mathematics Lab Enhances Study



Through a generous gift from Anne Marie Nichol Hynes SAS'71, a math major at CNR, the College has created a state-of-the-art Mathematics Center for undergraduates. This Center serves as a focal point for the teaching and exploration of the subject.

Located in renovated space in the Rogick Science

Building, the classroom consists of 14 MacBooks, an iMac for instructor workstation, and a SMART Board. There is also wireless capability and specialized software, such as statistical analysis (SPSS) and Matlab, is available. The new lab furniture is designed to enhance communication and collaboration between students and faculty. The classroom also serves as a model classroom for future mathematics teachers.

Emory Craig, Director of e-Learning & Instructional Technologies, suggests that "by using Mac computers and a SMART Board with specialized software, students will be able to explore and develop an in-depth understanding of mathematical concepts."

Dr. Michelle Merriweather, Associate Professor of Mathematics in the School of Arts & Sciences, says, "In addition to the classroom, there is a study/resource room where students and faculty have a place to study and talk mathematics. Students can also use the mathematics library to research ideas and possible careers. A regularly scheduled 'Tea Time' facilitates conversations between students and faculty to talk mathematics in a more informal setting."

Within the last few years, the School of Arts & Sciences has increased emphasis in developing student interest in the fields of mathematics and science. Under the mentoring of the School of Arts & Sciences faculty, a significant number of women have already been the recipients of prestigious math- and science-related scholarships, fellowships, and internships. Ellen Lockamy, Associate Vice President for Enrollment Management, estimates that today more than 20 percent of the incoming 2012 class has expressed a desire to study math and/or science.

According to Merriweather, the Mathematics Department is looking forward to fully utilizing the Mathematics Center, not only to support SAS students' mathematical learning, but also to develop a mathematical community on campus.

— John Coyne

CNR Expands Online Learning

In our new technological world of iPhones, iPads, SMART Boards, and storing data in the “clouds,” keeping CNR and all of its campuses, faculty, staff, and most importantly, students, on the cutting edge of whatever is next is a challenge. According to Emory Craig, Director of e-Learning & Instructional Technologies at CNR, “As soon as we open the box, the technology is out of date.”

To ensure that students are ready for their future, all CNR classrooms and labs are equipped with wireless capability. The College also widely utilizes the ANGEL learning management system, a web-based program that allows students to stay in touch with the faculty and be able to access their course materials from on or off campus at any time of the day.

In the past few years, the College has run several hybrid courses, which combine classroom time with online learning. This summer, the School of Arts & Sciences offered two workshops fully online for new students coming to CNR this fall. Two online credit courses were also introduced in the School of Arts & Sciences curriculum—Introductory Sociology, taught by Associate Professor of Sociology Dr. Roblyn Rawlins, and Human Genetics, taught by Professor of Biology Dr. Lynn Petrullo.

Though Dr. Petrullo has taught Human Genetics before, the online sessions required a great deal of adaptation. “I always teach science in a liberal arts context,” said Petrullo. “I think about the biology concepts first and then come up with the associated societal issues. In this online version of Human Genetics, I approached the planning from the opposite direction. Because I had to keep students engaged in virtual discussions, I first considered the societal issues related to Human Genetics and then chose and framed questions about these issues that would allow the students to partake in an informed discussion and apply the concepts that they first encountered by reading the text.

“Online teaching is a totally new way to relate to students. One comes to know the students through their words and observations of their interactions with each other in the virtual classroom one creates. It was quite interesting when I realized how well I did actually come to know the students I had never met. It also requires them to be active learners. There is no hiding in the back of the classroom. Everyone has to participate.

“We often worry about where technology and e-learning are going to take education in the future. Here at CNR, a small college, we are especially concerned since intimate classroom interactions with students are so much a part of our DNA. But, the whole experience reminded me of the lost art of letter writing to pen pals. Everything old is new again.”

Nine students took Introductory Sociology with Rawlins, which allowed her to incorporate very engaging multimedia



Our goal is not simply to put classes online as many institutions have done, but rather to recreate the unique and very special learning experience students have at the College in the online environment.

assignments into the online course. Students wrote essays on contemporary social issues after analyzing a range of data difficult to present in a traditional course. This included videotaped interviews with community members on the topic, graphs and charts using Census and other public data, and newspaper and journal articles.

This academic year, CNR will move one step further with the introduction of the groundbreaking Tegrity lecture system. Tegrity provides the College with video resources that give the faculty the option of recording actual class sessions so students have the ability to see the classroom lecture repeatedly, on campus or off, through their laptops, tablets, or smart phones.

Tegrity also lets the faculty experiment with new models of learning, especially the innovative movement towards “flipping the classroom”—taking the traditional lecture and putting it online for students to view the material at their convenience and then use classroom time for discussion, group projects, and innovative learning activities.

“CNR has long been committed to the importance of personal interaction between teachers and students,” says Craig. “We also recognize the need of our adult students for different delivery methods that meet their needs as working adults with family responsibilities. Our goal is not simply to put classes online as many institutions have done, but rather to recreate the unique and very special learning experience students have at the College in the online environment. And that is what we are striving to do for our students at The College of New Rochelle.”

—John Coyne



The CNR Blue Angels Volleyball Team celebrates after a win.



Alyssa Pechin takes the ball down court during a game.

Athletics Recruitment Bolsters Blue Angels Success

At numerous points in the history of the College, Blue Angels athletics programs have achieved local, regional, and national success. A return to those vibrant programs and the enthusiasm successful and competitive teams brings to a campus community is a priority for CNR leadership.

“The opening of The Wellness Center provided the College with a signature building to attract student-athletes to campus,” said Dr. Colette Geary, Vice President for Student Services. “Our next step was to increase the focus being placed on recruitment efforts. In just a brief amount of time, the results that have already been seen are very exciting for the campus and the CNR Community.”

In 2011, in the continuation of a strategic re-evaluation of their recruitment efforts, the athletic department coaches and administrators examined how they were growing their programs in regards to competitiveness, roster makeup, and overall athleticism.

To achieve those goals, it was clear that a more comprehensive recruitment strategy was required. To jumpstart the process, a recruiting consultant was brought in to evaluate the current procedures and to provide guidance, best practices, and strategies.

This advice and the hard work and determination of the coaches have resulted in a robust recruiting class that entered The College of New Rochelle this fall. Eighteen recruited student-athletes are on the fall 2012 enrollment list, a marked increase from previous years.

“It was exciting reaching out to prospective student-athletes and letting them know what The College of New Rochelle

Eighteen recruited student-athletes are on the fall 2012 enrollment list, a marked increase from previous years.

and the cross country team are all about,” said second-year cross country head coach Cheryl Clark. “During each conversation, I could feel their level of excitement rising.”

The athletic department used a number of methods to identify high school athletes that would be a good fit for The College of New Rochelle and possessed the athletic pedigree to become successful on the collegiate level. These methods included: coaching contacts; recruiting websites; attendance at tournaments; showcases and jamborees; and personal contacts.

“We are getting recruits that are dedicated to their sport. They are ready to take the next step in their athletics careers and compete on the college level,” said fourth-year volleyball head coach Georgia Efthaltsides. “Our efforts to recruit a high-caliber student-athlete that fits the CNR mold has raised the bar for our entire team. I truly believe we are on the right path towards building very competitive and well rounded teams across the board.”

Once identified, the coaches spent countless hours making phone calls and sending emails to ensure that CNR was the right fit for the student-athlete and that the student-athlete could make an impact on the roster. Beginning last year, if the fit was right, a new recruitment method was implemented that yielded significant results.

Following a NCAA Division I model, recruits were invited



to campus for an official visit. This visit consisted of many factors, including overnight stays, class visits, meetings with faculty and administrators, visits to New York City, and meetings with financial aid counselors and current Blue Angels.

"I believe that the official visits really sealed the deal for many of our recruits," said director of athletics and The Wellness Center Harold Crocker. "The official visit process was something that made the young women feel special and showcased what a wonderful place CNR is. We had great success converting these visits into enrolled students."

Since arriving on campus this fall, the newest Blue Angels have already made an impact, with many stepping into important roles on their teams. Four different freshmen have earned Hudson Valley Women's Athletic Conference Rookie of the Week honors, and freshman Cydney House SAS'16, who came to New Rochelle from Dublin, CA, was recently named the Association of Division III Independents Volleyball Player of the Week.

Recruitment efforts are already well underway as the athletics staff is in the process of locating the student-athletes for next fall that will comprise the CNR Class of 2017. The College also recently hired Phil Seymore as associate director of athletics and The Wellness Center.

"Phil brings nearly two decades of NCAA Division I experience as a successful recruiter and coaching mentor at institutions such as Providence College and Canisius College," says Crocker, "so the future of Blue Angels athletics definitely looks bright." —*Michael Antonaccio*

Meet Some of Our Blue Angels Stars

CYDNEY HOUSE

Volleyball

CLASS: Freshman

HOMETOWN: Dublin, CA

HIGH SCHOOL: California HS

HVWAC Rookie of the Week (twice); AD3I Player of the Week (once); among HVWAC leaders in service aces per set



TAYLOR FISHER

Cross Country

CLASS: Freshman

HOMETOWN: Wilmington, DE

HIGH SCHOOL: Conrad School of Science

Top runner for Blue Angels all season; HVWAC Rookie of the Week (twice); HVWAC All-Conference; AD3I All-Conference



MEGHAN KING

Volleyball

CLASS: Sophomore

HOMETOWN: New City, NY

HIGH SCHOOL: Clarkstown North HS

HVWAC Player of the Week; AD3I Player of the Week (twice); among team leaders in most categories



ALYSSA PECHIN

Basketball

CLASS: Sophomore

HOMETOWN: Yonkers, NY

HIGH SCHOOL: Our Lady of Victory Academy

HVWAC All-Conference; AD3I Rookie of the Year; AD3I All-Conference



*Hudson Valley Women's Athletic Conference – HVWAC
Association of Division III Independents – AD3I*

Alumnae *Profiles*

Dr. Victoria Arango *School of Arts & Sciences*

➤ **IT'S A MACABRE SETTING**, right out of *Bones*—a laboratory storeroom stocked with more than 1,000 brains, sliced, bagged, and chilled to minus-80 degrees in rows of ultra-cold freezers.

But while dead men supposedly tell no tales, Dr. Victoria Arango hopes these samples will tell us why some people seem doomed to die by their own hand.

A scientist and neurobiology professor with the New York State Psychiatric Institute (NYSPI) and Columbia University, Victoria brings her detailed knowledge of the brain to a research team she has helped lead for 25 years, with famed suicide expert John Mann.

As Victoria examines her prize collection of brains for clues post-mortem, Mann and his fellow clinicians study and scan live patients with an array of mental and emotional problems.

"But it is very hard just to look at people and say which ones are going to kill themselves," Victoria says.

"So it is our hope that through this work a test can be developed to point out those most at risk—and to remove the huge stigma of suicide by showing that it is a physical illness. That would be such a help for getting people into treatment."

A Personal Stake

With Victoria as associate director, Mann's federally funded team has grown "from the two of us plus two techs" to more than 100 scientists in specialties such as imaging and genetics.

"Anything that comes up in the world of science, we apply to our suicide research."

And while it is just one factor among many, the apparent genetic link among suicide victims is no

abstract concept for Victoria—two uncles and three cousins have killed themselves back in her native Colombia, and she is close to another cousin who has shown the same frightening inclination.

"My family has been touched by suicide and we know that suicide runs in families. So I know that I myself carry this vulnerability."

But suicide is not a personal or family failing. "The most important thing I can tell people is that it is the result of a brain disease, something you get like cancer or the flu."

While the link between depression and suicide is well known, the potential suicide might just as well be suffering—perhaps undiagnosed—from a bipolar condition, schizophrenia, obsession-compulsion, or some other demon.

"Ninety-five percent of suicides have a diagnosable brain disorder," Victoria repeatedly hammers home. And that means a suicidal impulse, your own or a loved one's, should not be a reason for shame or self-hatred.

Fatal Flaw

"One of the most surprising things we have found," the Yorktown resident explains, "is that suicide and depression have different 'footprints.' A depressed brain is sick all over, while the brain of a suicide is affected in very specific regions."

One of those regions is the orbital pre-frontal cortex, a section that tells you what to do—and what *NOT* to do, censoring dangerous impulses such as running out into traffic or telling your boss he's an imbecile.

Victoria's research has shown how the suicide's cortex typically is short on a crucial neurotransmitter called serotonin. This shortage may leave us more prone to self-destructive acts, and suicide



The most important thing is removing the stigma. Suicide is preventable; you just have to treat the underlying disease.

is the final such act for some 30,000 Americans each year.

It's not that the brain isn't cranking out serotonin, Victoria explains, but somehow it is not getting to where it is needed. In search of this mysterious "disconnect," she has helped develop sophisticated new methods and custom equipment to examine the brain, region by exact tiny region. "You can't just go to a catalog and order this kind of thing."

U.S. restrictions mean that Victoria must bring in brains from abroad, with Macedonia the current source. Each suicide's brain is paired off with a control-group specimen—from someone who mirrored the victim in all respects except for cause of death.

Brains must be drug-free, frozen within 24 hours of death, and kept super-cold at the NYSPI lab until examination. The upper Manhattan facility has backup generators, but the research team still holds its collective breath when a major power outage hits the area.

It's painstaking work, but the kind that has fascinated Victoria since she studied biology at CNR. After graduate work at SUNY Downstate Medical Center, she was doing post-doc at Cornell when she answered an ad from Mann.

Already a renowned clinician, he was looking for someone who knew the biology and anatomy of the brain inside and out, "so it was very complementary." They've been at NYSPI and Columbia for 18 years now, and along the way Victoria also met her husband, Mark Underwood, a fellow neuroscientist with Mann's suicide research center.

Victoria says she has seen the ranks of female scientists grow during her career, though not as fast in the U.S. as elsewhere. "For years I chaired a National Institutes of Health committee, and they did not want to lose me because I was a double—a woman *and* a minority!"

No Magic Bullet

While Victoria urges good nutrition as vital to mental health, there is no specific "Serotonin Diet." And don't look for a magic shot or pill—if you're suffering from that serotonin disconnect, "it just won't get where it is needed."

Even anti-depressants such as Prozac, designed to regulate serotonin availability, sometimes cannot save those most afflicted—though Victoria contends they do work for many patients and have gotten "a bad rap" in certain cases. "When tragedy befalls a family, it can be easy to blame a drug."

Depressives who kill themselves often were not on potentially helpful drugs, she adds, or not getting the proper dose.

When Victoria inspects a new brain, her physical examination is paired with a "psychological autopsy," a detailed portrait of the subject collected from family and friends. "But that has its limitations, as people do not always know the truth or are not willing to discuss it."

Victoria hopes her research will help lift this cloud, and recently she was pleased to see the White House reverse a longtime policy of not sending condolence letters to the families of soldiers who die by suicide in Afghanistan and other combat zones. "This is great progress."

"The most important thing," she emphasizes, "is removing the stigma. Suicide is preventable; you just have to treat the underlying disease." —*Gary Rockfield*

A photograph of Shiba Russell, a woman with short dark hair, wearing a purple long-sleeved top, standing in a newsroom with her arms crossed. In the background, there is a large screen displaying a blue graphic with the number '4' and some technical equipment.

Shiba Russell

School of Arts & Sciences

IT MAY SEEM LIKE a slow news day, but if Shiba Russell is at the anchor desk, don't touch that dial. Now NBC 4 New York's 5 p.m. and 11 p.m. co-anchor, Shiba first joined the station in February 2011 as a reporter and weekend anchor. She was holding down the fort one quiet Sunday night when word suddenly came from the President himself that Osama bin Laden had been caught and killed.

"I had to anchor 90 minutes of coverage, 'til 1:30 a.m. My goal was to project a sense of calm to our viewers and listen carefully to our reporters out in the field. Being a good listener is so important in these situations, or you're going to miss important details."

Working for News 12 The Bronx early in her career, Shiba was that station's first reporter near the scene on 9/11, after terrorist planes struck the World Trade Center. "So in a sense bin Laden's killing brought the story full-circle for me."

And the New Jersey native has come full-circle herself, back to the metro market after turning heads in Pittsburgh and then Boston.

"One thing I really like about New York—it's the easiest place to go outside and do a 'man on the street.' People here will tell you right away just what they think."

Newsroom Leaders

Shiba's anchor day begins with an update from her producer. Most of the newscast has already been set, but she can tweak the menu to better showcase one story or another.


"They don't want anchors to just come in and read the news. You are a leader in the newsroom and you have a say in what's on our air, what's leading the program."

Before and between shows, anchors also will fact-check, update copy, and work with producers to add new material. "I hate clichés," Shiba says, "and I'm always trying to make the script sound more like people actually talk."

Currently, Tom Llamas co-anchors with Shiba on the 5 p.m. newscast, while Chuck Scarborough works alongside her on the 11 p.m. broadcast. But whatever her assignment, when the lights go on and it's time to bring the news to hundreds of thousands of tough metro-area viewers, Shiba says she's not nervous in the least.

"The show itself is almost like an island of calm in your day. I'm focused on trying to present a relaxing tone and not transmit all the behind-the-scenes tensions that often go into bringing it together."

But that "island of calm" can turn upside down when big news suddenly breaks, and Shiba has had more than her share, from the killing of bin Laden to the deadly helicopter crash in the East River to the shooting outside the Empire



State Building this past August.

“As one of my girlfriends said, ‘You always seem to be in the right place at the right time.’”

And that’s a valuable instinct for an anchor or a general-assignment reporter, Shiba’s frequent weekday role before being named to the 5 p.m. show last year.

People Stories

If you’re scheduled for general assignment, the first stop on weekdays is the morning news meeting, where reporters are encouraged to provide feedback and suggest story ideas.

“At a lot of stations reporters are not part of the meeting,” Shiba says, “so I’ve really appreciated that opportunity. And it’s not just about your own story, but the content and quality of the entire show.”

When Shiba goes out with a photographer, “I’m the producer of my story. No one is holding your hand.” And with airtime so precious, the final edited piece must tell the story in a crisp 90 seconds or less.

Shiba most enjoys a good heart-tugging human-interest segment. “I don’t like official stories, following the mayor around or getting a councilman to comment. I always try to talk with real people. That’s who viewers relate to.

“It can be hard to walk up to someone’s door when they’ve lost their child in an accident, but people can sense that you’re sincere.

“My whole perspective on journalism changed dramatically,” she adds, with the birth of daughter Kadence, now 8.

They don’t want anchors to just come in and read the news. You are a leader in the newsroom and you have a say in what’s on our air, what’s leading the program.

“It opened my eyes to a whole new world and helped me relate better to people.”

Standing Strong

Growing up in Ocean Township, NJ, Shiba was never a TV news-hound. “My mom would turn it on and I’d be like, ‘Can’t we watch something else?’”

But she did enjoy writing, and a TV production class caught the high schooler’s interest. She studied communication arts and English at CNR, then headed for Northwestern’s highly-ranked journalism school for her graduate degree.

“One thing I learned at CNR was how to be a strong woman in the workplace, that being a woman doesn’t make me lesser than my male counterparts. When I was pregnant I didn’t use it as an excuse, I just got tougher. And before I take a job now I make sure it’s a family-friendly workplace.

“I think things have definitely changed for women in our industry, and the glass ceiling is constantly being broken,” Shiba contends. “I see a lot of female news directors and managers, which was not true when I got into the business.”

When the cameras roll, Shiba looks to project confidence. “You’re telling stories—it’s as simple as that. And our job is to prove to viewers why they should care about those stories.”

—Gary Rockfield

Amanda Spina-Lurie

Graduate School

OVER THE COURSE OF her 20-year career, chances are that if there’s a position in education Amanda Lurie has held it. Classroom teacher, guidance counselor, dean (she was all three at Lehman High School in the Bronx), assistant principal (three years at MS/HS141 in the Bronx), head of guidance and youth development (for all Bronx and Queens schools), and deputy executive director of operations (overseeing 267 schools in Manhattan).

Today, as the Deputy Network Leader for 27 New York City public schools, Amanda is one of the few women in the New York City Department of Education (NYCDOE) to work in the upper-echelons of operations management. She co-leads a network of reform-minded high schools and middle schools spread out among four boroughs. Amanda is responsible for supporting her schools in all of their instructional and non-instructional needs.

“Anything on the operations end—budget, human resources, guidance services, data and IT, special education compliance, etc.—falls under my purview, as well as a myriad of support around specific instructional issues, such as special education reform and instruction,” explains the New Jersey native who now resides in Larchmont, NY.

The job is challenging, to say the least. Because of the scope of the schools’ needs, Amanda and her team often find themselves “working a mile wide and an inch deep,” and budget cuts—NYC schools have gotten 4 to 6 percent reductions each year for four consecutive years—haven’t helped.

“We’ve had to do more with less, but the budget cuts have forced us to be smarter about how we advise schools on using money; finding money from different sources, like grants; and making other types of cuts in their school that allow them to shift dollars to the classroom,” she explains.



I'm one of a few people on the operations end of education who has actually been a classroom teacher. That experience has made me more effective because I really understand the impact of the decisions we make and how that directly affects classroom instruction.

"We've become extremely data driven, and that has been a tremendous shift in educational philosophy and in leadership philosophy."

Amanda believes in the importance of data, but doesn't want that focus to overshadow the importance of developing effective classroom teachers.

"I think as a country we have fallen short in supporting classroom teachers. We need to figure out through high quality, sustainable, professional development, how to strengthen their practice," she says.

Setting High Expectations

While she resists calling this her educational or leadership philosophy ("When you adopt a specific philosophy, you pigeonhole yourself and make it harder to keep an open mind," she says), she strongly believes in these specific principles: Fostering high-quality professional development and setting high expectations for principals and school leaders is crucial for improving our schools.

Amanda sets those same high expectations for herself, making sure she manages her colleagues and leads her schools in a way that inspires their success. "I think I am a good manager of the people who work for me. I think I'm good at helping them develop their practice, helping them reflect and look at their own data, and helping them become better at what they do. I sincerely believe in a strong work/life/family balance, and encourage my team to make time for kids, spouses, and vacations."

She has never encountered issues stemming from being a female leader in education. The bigger challenge, she admits, is finding ways to balance her high work expectations with family needs. Taking the time to be with her three children—ages 13, 15, and 24—and indulging the family's passion for travel (they just returned from Anguilla and are planning their second trip to Costa Rica, as well as a special 20th wedding anniversary cruise through Southern Europe for her and her husband, Jay, next August) is key.

"I've never felt that being a woman in education has been a disadvantage," she says. "The balance of having a family and doing what I do is tough. But I think women who are leaders in any field face that same challenge."

—Amy Roach Partridge

Thriving on Challenges

But Amanda seems to thrive on the challenges. "No day ever looks the same, and no day ever starts or ends the way I think it is going to. It's a great role, and I love what I'm doing."

Her multi-faceted background and years spent teaching in the classroom have been the keys to her success as a leader in the operations world. "I'm one of a few people on the operations end of education who has actually been a classroom teacher. That experience has made me more effective because I really understand the impact of the decisions we make and how that directly affects classroom instruction," says Amanda, who earned a graduate degree in guidance and counseling from CNR, as well as two graduate degrees from Iona College.

"It also allows me to sit with a principal and have a meaningful conversation about using dollars and human capital and how that impacts classroom instruction."

Those varied roles have also given her an interesting vantage point to watch educational trends emerge. Right now, she says, the focus is squarely on data: Things like test scores, graduation rates, and the impact of those rates on school closings, and even how Title I money is used, are all scrutinized today.

Joanne Davis

School of Arts & Sciences

THEY COME TO JOANNE Davis for help, amid the finger-pointing and denial of a relationship gone sour.

But Joanne is not a marriage counselor trying to calm battling spouses. She runs a firm that helps some of the world's best known businesses find—and keep—the advertising agency of their dreams.

At Joanne Davis Consulting, “our theme is optimizing client-agency relations, and one big sub-theme is R-E-S-P-E-C-T, understanding what motivates your client or your agency, to build an enduring relationship.”

Joanne's New York City firm specializes in making matches that will endure. Think of an executive search firm, fitting just the right individual to a corporate opening—but the client-

agency relationship is far more complex.

“We don't just submit a list of candidates, we look for clues that will match the right agency to the client's creative needs and corporate culture.

“Creativity,” Joanne points out, “is in the eye of the beholder. The edgy and irreverent work that might fit someone trying to reach young males is not going to work for a big pharmaceutical company trying to reach viewers of *The CBS Evening News* or *60 Minutes*.”

And a bad fit means bad advertising, with opportunities lost and megadollars down the drain.

“With my 25 years of advertising experience and the problems I had seen in agency search and selection, I saw an opportunity to right the wrongs and do things more professionally.”

costly change of horses mid-stream.

“The dirty little secret everybody knows is that ad agencies have their A-Team talent, their B-Team, and C-Team. If we can better educate companies on becoming good clients, they're more likely to get their agency's A-Team.”

Being a good client means communicating clearly. “We help them better articulate their needs and goals. You can't just say, ‘Let's do something YouTube-able.’” And if the agency's work is falling short, “you should 'fess up and tell them.

“Clients get the advertising they deserve,” Joanne warns, quoting industry icon David Ogilvy. “When you look at an ad that's just dreadful, you have to remember it didn't happen by itself. The client had to approve it.”

Mad Men (and Women)

A Manhattan resident married to a retired ad executive, Joanne notes that many smaller agencies are female-owned—but the big ad agencies and holding companies are still rarely run by women.

“The good news is, it's not the Mad Men era anymore. There are more female creative group heads now, just not a lot of female chief creative officers.” And more deals are done over Blackberries than over three-martini lunches.

Even though women “do need to work harder than men,” Joanne says she loved the agency scene. Rising to top executive levels at creative giants like DDB and Wells Rich Greene, she took part in some memorable campaigns—from the milk-mustache series to the trash-bag triumph of “Hefty! Hefty! Hefty! over wimpy, wimpy, wimpy.”



The A-Team

“Clients don't really care how big we are,” Joanne says, “they care about the company we keep.” And since 2000 her consultancy has worked for heavyweights from MillerCoors and Pfizer to Macy's and the U.S. military.

When the economy is strong, Joanne's clients might be gung-ho to seek a new agency with a new approach. But in tougher times her team also frequently guides clients hoping to salvage an existing relationship, to avoid a

Clients get the advertising they deserve. When you look at an ad that's just dreadful, you have to remember it didn't happen by itself. The client had to approve it.

"But I've always had an entrepreneurial spirit," and at age 36 Joanne briefly opened her own ad shop. "It was a real roller coaster, with some successes and some failures." So when the urge came to take that solo ride once more, she had a new plan in mind—the relatively young field of agency search and selection.

With plenty of rainmaking experience, Joanne knew she "could start a company with no clients and get clients." A frequent writer, speaker, and volunteer for industry nonprofits, she also knew that "when you do a lot of favors and help people connect, it helps you build a big Rolodex."

And today that Rolodex includes giant multinational clients such as IBM, Ford, Marriott, and ExxonMobil. Her ownership in a consortium called SCAN International "helps us gauge the nuances of companies around the world."

Joanne is also working with SCAN on an innovative survey tool called CAPO—Client-Agency Performance Optimization—which she hopes will

provide more insight when business people and ad people sit down to critique each other.

"Right now it's all very broad and arbitrary. You may be a tough grader while I'm an easy grader, or maybe it's December 15 and the yearly review is due and you just did one thing that really ticked me off."

Satisfaction

An English major at CNR, the Jersey City native also considered psychology. "And a lot of what I do now is psychological," especially coming in to troubleshoot when clients and ad agencies really do tick each other off.

"One client said the person running his account had left, and he just didn't like what the replacement was doing. I asked, 'What have you done about it? Have you called their CEO? Just say you'd like a change.'"

"One key lesson is, don't throw the baby out with the bathwater. And this situation was easily solvable with just one top-to-top phone call."

—*Gary Rockfield*

Some more useful lessons:

"Your agency can't mind-read," so don't keep them in the dark when a big project's coming, or you're considering a change.

Don't be afraid to take risks with your advertising. "Sometimes the biggest risk is not taking one."

It's worth paying for top talent that gets things right the first time. "Mick Jagger wrote 'Satisfaction' in just 20 minutes, and how much money has it made since then?"

But sometimes, Mick would agree, advertisers can't always get what they want. "Clients want three things," Joanne says. "Great work, fast, at a fair price. And the agency joke is, 'Pick two.'"

Mary Sommer

School of Arts & Sciences

WHEN IT COMES TO weighing a parent's rights vs. a child's safety—especially when terminating parental rights—"many of my colleagues will tell you it's the toughest decision we ever have to make," says Judge Mary Sommer.

And it is the kind of decision she faces every day, in Connecticut Superior Court.

"What I do can be both sad and challenging work. But a child that has been abused or neglected is going to repeat those patterns. The only way to break the chain is to give them and their caregivers all the support we can—and never give up."

Appointed to the bench in 2008, Mary served civil and criminal rotations and has just completed her third year in Juvenile Court, overseeing child protection and delinquency trials in Danbury and Stamford.

"The role of a juvenile judge is really a combination of law, social work, and common sense. It is very different than anything I'd done as a lawyer and yet far more satisfying," says the former trial attorney and corporate counsel for the City of Stamford.

Applying for a judgeship, Mary had to give up her role in the thriving general practice she had built with husband Jay

Sandak—whom she met back in the late '70s as they duelled on opposing sides in malpractice cases.

"I loved the challenge of a trial and being an advocate, but I reached a point where I was looking for another way to serve, to use my legal skills, and to make a difference."

No Easy Choices

Mary presides daily over a long list of cases referred by the state when parents allegedly are abusive or cannot properly care for their children. Although poverty is a major factor in most cases, children in suburban, middle class families are also tragically affected by parental mental illness and substance abuse.

The court's primary goal working with social services is to hold parents accountable and return the child safely back home. If reunification is not in the best interests of the child, relatives, foster care, or therapeutic settings provide alternatives.

The Stamford resident also advises a volunteer child advocate pilot program with Child Advocates of Connecticut, which trains volunteers to monitor children's needs and assure that they receive educational, therapeutic,

and medical services. She also served for 20 years on the board of the Child Guidance Center-Southern Connecticut, “so that has helped me learn to ask the right questions.”

But handling hundreds of cases a month, the right answer sometimes is elusive. Recently, through the efforts of the above group, Mary was able to celebrate the adoption of a teenage girl previously considered lost. The girl’s story, “Julie’s Journey,” can be seen on YouTube. “Judge Sommer really cares about the kids” is the praise Mary says she values most.

She continues, “In most cases, you agonize, make your best decision, then go to bed and pray your heart out for these children.”

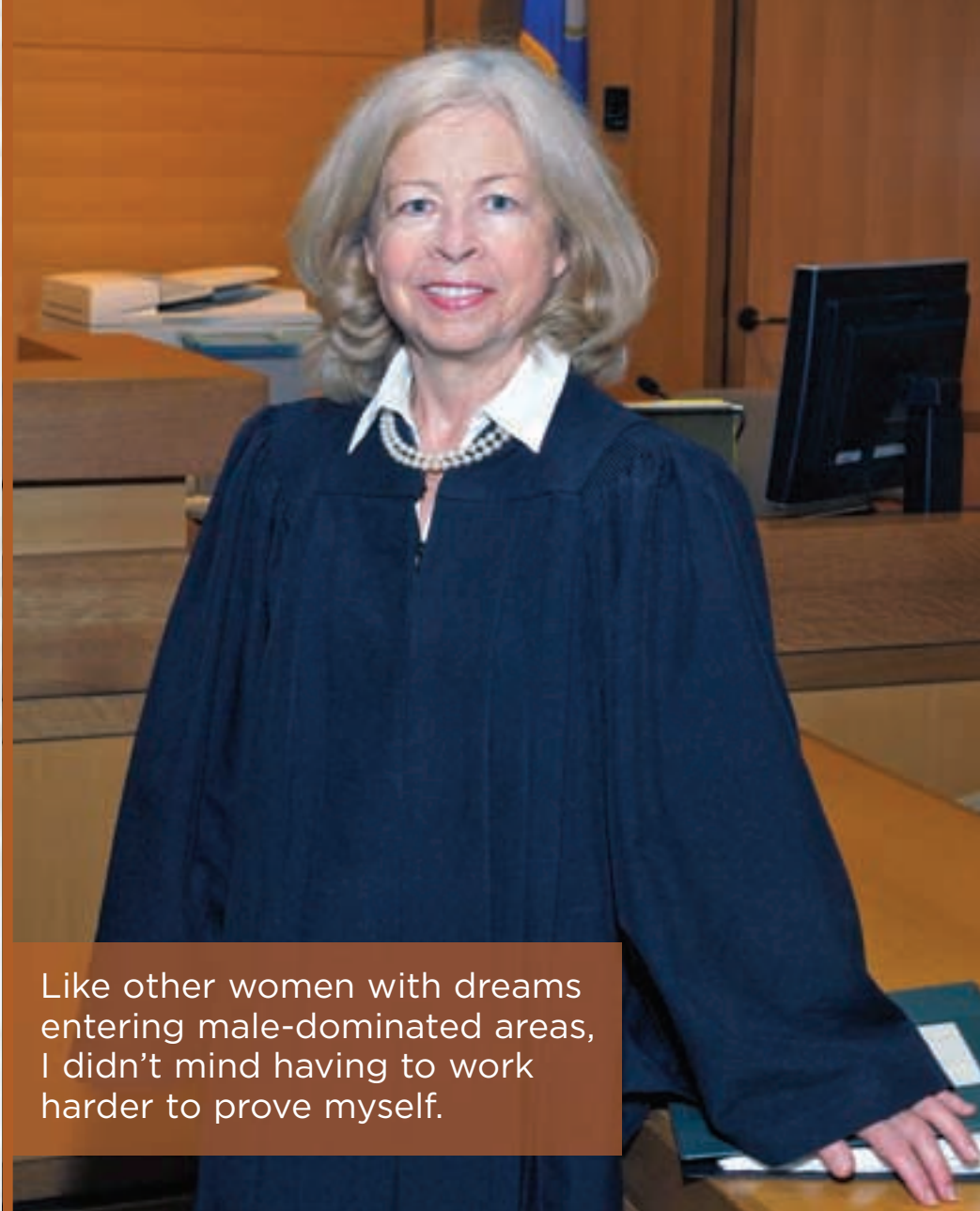
Making Her Case

Majoring first in art and then political science at CNR, the upstate New York native was always fascinated by the law as a tool for change and helping people. “I’m a problem solver; I like to look at something and find the answer.

“As a lawyer and now a judge, I’ve been involved in every imaginable aspect of people’s lives— science, medicine, business, even art.” She helped Stamford recover a historic WPA Depression-era mural, snatched after contractors tossed it in the trash while renovating a local school, and determined the ownership of several Norman Rockwell paintings. Other interesting cases have involved the crash of a presidential helicopter in the Cayman Islands and the effect of an earthquake in El Salvador.

“I loved trial work both in private practice and as the first woman to serve as chief legal officer for the City of Stamford,” Mary says of her 30-year career on the other side of the bench. During this period she also taught business law and ethics at CNR and in the UConn MBA program.

There is one common thread: “Fighting for women’s legal rights and equality before the law.” Mary recalls standing up for one poor client whose baby was born with cerebral palsy due to hospital negligence in a successful suit built on extensive medical detective work.



Like other women with dreams entering male-dominated areas, I didn’t mind having to work harder to prove myself.

Likewise, the Notre Dame Law School grad creatively applied a legal concept known as “constructive trust” so that a wife’s loyal role in her prominent husband’s success protected her rights to a share of their posh waterfront home and other assets.

“Like other women with dreams entering male-dominated areas, I didn’t mind having to work harder to prove myself. At CNR we received an excellent education and were also challenged to believe in ourselves and to use our success to help others.”

And she has worked to expand opportunity for women outside the courtroom as well, by establishing “Send Your Suits Back to Work,” a clothing drive which donated professional clothing to women in local job

training and mentoring programs for ten years as well as sending work clothes and office supplies to help lawyers in Louisiana and Mississippi get back to work following Hurricane Katrina.

Equal Before the Law

Along with child protection situations, Mary must look for answers in heart-rending delinquency cases. “I have seen children as young as nine or ten charged with criminal activity, even assault and murder.

“Many times I will talk with them in my chambers and try and find out what is behind their self-destructive behavior. And I will work closely with the probation officers—truly the most dedicated people I’ve met—to give

Everyone who comes into court deserves to be treated equally and with respect. A child has the same rights as a corporate CEO. They must be held accountable, but we also must get them help for their problems.

these kids another chance.

“Everyone who comes into court deserves to be treated equally and with respect. A child has the same rights as a corporate CEO. They must be held accountable, but we also must get them help for their problems.”

A proponent of restorative justice, she has spearheaded two programs to do just that—leading a collaboration of local educators, law enforcement, and mental health professionals to replace school arrests with restorative discipline and holding monthly “Truancy Court” to bring students, parents, and educators together to reduce truancy.

She was the creator of the Fairfield County Bar Foundation and is a James W. Cooper Fellow of the Connecticut Bar Foundation, both dedicated to expanding legal services for the disadvantaged.

Mary applauds increased transparency and accessibility in the judicial system. These were also the goals of the strategic plan for the Connecticut judicial branch, the Public Service and Trust Commission on which she served.

“We continue to seek more creative and flexible alternatives to costly trials and other barriers to justice. Despite these challenges, I am proud of our American system of jurisprudence which extends constitutional rights and privileges to everyone regardless of background, wealth, or social status. Everyone is entitled to the same rights, equality, and dignity.

“Does the system work? That is up to each of us, and in my small way I am extremely fortunate to play a part.”
— *Gary Rockfield*



Michelle George *School of New Resources*


➤ **FORGET THE BIG POLITICAL** issues—New Yorkers want leaders who can take care of potholes, noise, and the other nagging frustrations of city life. For 100,000 central Brooklyn residents, Michelle George’s phone number is the one to keep on speed-dial.

Michelle in 2009 was named district manager of Brooklyn Community Board 8, one of 59 such grassroots city agencies representing New York City neighborhoods from the Bronx to Brighton Beach.

“All of our communities are very different,” the lifelong Brooklyn resident explains. “But the community boards’ goals are the same—to advise city government on the social issues that affect our districts, and meet with city agencies to collectively solve these issues.”

Budget cuts, she says, are today’s most pressing issue citywide—“from day care and senior centers to schools and fire houses. The community boards are in the forefront as neighborhoods try to fight the cuts or manage their impact.”

But Michelle also calls on an impressive list of contacts to tackle the smaller-scale individual problems faced by her CB 8 constituents.



“Many people don’t know how to navigate through the maze of city bureaucracy. We’re the ‘Little City Halls’ that help people connect.”

The Perils of Progress

Michelle was raised and still lives in East New York, just a quick hop from District 8, which spans Crown Heights, Prospect Heights, and Weeksville.

A walk through her district shows new buildings going up and more business coming in. But Michelle knows that economic development and other improvements don’t come without a price.

Take the city’s major reconstruction project along Eastern Parkway, where water mains and sewers are being replaced, roadways narrowed, sidewalks repaved, and bike lanes added.

“Residents are up in arms about the noise, water shutoffs, and lack of parking spaces. People have been fighting for the project for many years, but they don’t always like change once construction begins.”

And the most dramatic change in Michelle’s district has risen along a stretch of Flatbush and Atlantic Avenues—the massive Atlantic Yards project, including the new Barclay’s Center arena that houses the NBA’s Brooklyn Nets.

The controversial multi-use complex straddles three CB districts, which Michelle says formed a task force to work with the developer, elected officials, and city and state agencies to minimize quality-of-life disruptions during construction.

“My portion is residential, so a lot of folks lost their homes to eminent domain, and the people still living in that footprint experienced hardships such as noise, dust, rats, traffic congestion, and all

the idling trucks.”

The city’s 311 phone line gives New Yorkers an outlet for these and other complaints. “But your local community board,” Michelle says, “can often more effectively reach out to get the problem solved—or make sure there’s follow-through once you’ve lodged a complaint.”

Taking Her Cue

Some 50 public-spirited volunteers carry much of the load at each community board, serving on committees such as housing, parks, and fire safety. They also hire their district manager, and Michelle is among the city’s youngest.

Managers are full-time employees and also have a small paid staff. It was one of these positions that got Michelle in the door at CB 8, soon after high school.

“I started out answering phones and pushing paper, but pretty soon I was out in the field resolving complaints”—and building her invaluable network of relationships with the city and community. In her largely African-American district, Michelle even has “a go-to rabbi” for outreach with the area’s Hasidic Jewish population.

Michelle did nearly leave the board in 1994, for a

manager’s post at the health department. “I went to the interview and they loved me—until they asked what college I had graduated from. That was my cue to go to school, and I heard about CNR’s DC-37 Campus in lower Manhattan.”

Studying social science and raising two daughters while continuing her rise at CB 8, Michelle was the obvious candidate when the board’s previous manager retired in 2009. But by law the job had to be posted, drawing applicants nationwide.

“I hadn’t interviewed in almost 15 years,” she laughs. “I hadn’t done a resume or anything. So it was a humbling experience, but I did get the position after a very rigorous interview process. I simply knew more about the community and the issues.”

Many people don’t know how to navigate through the maze of city bureaucracy. We’re the ‘Little City Halls’ that help people connect.

A Neighborhood Voice

And what else makes an effective district manager? “I do a really good job of bringing people together to help resolve their problems,” Michelle replies.

That might mean petitioning the DOT to make an intersection safer, or encouraging creation of a merchants’ association. “In an area like this it’s tough because most of the merchants don’t own their buildings or even have long-term leases. So the feeling is why invest in your store when the landlord can put you out on the street next month?”

CBs, she notes, have a major say on zoning and land use, and can give a non-binding but potentially fatal thumbs-down to a liquor license if the applicant has not addressed noise, safety concerns, or many other vital elements pertaining to a new business.

Then there was the woman who claimed she was being kept up each night by the noise from a nearby recording studio. “Other residents were not complaining, but I asked NYPD Community Affairs to visit the resident after midnight with a decibel meter to monitor the noise level. And they didn’t hear a thing.”

But residents were not imagining things when they asked Michelle to coordinate a sanitation crackdown on a local recycling business. “There were bottles and cans all over the sidewalk and street, so a nearby funeral home in particular reached out to me to do something about this eyesore.

“We cover the whole gamut of issues,” Michelle sums up. “It’s not glamorous, but we’re here to serve.”

Might her current post someday serve as a springboard for elective office? “No, no, no, no, no,” Michelle answers right back. “They can have that political game!

“I like being grassroots, helping to improve the quality of life for local residents.

“Together, we can get things done.”

—Gary Rockfield

Penelope Young

Graduate School

DON'T JUST ASK WHAT you can do for the aged—keep in mind what they can do for you.

Today's older Americans make up "a very active, self-aware population whose time and talents can be of enormous value," says Penny Young, a long-time New Canaan, CT resident who has worked to make her town and state a model for what she calls "positive aging."

"We're seeing more emphasis on 'aging in place,' being able to remain in your community, with opportunities to actively contribute.

"If you are a senior citizen in New Canaan, all of the organizations here welcome your involvement—the schools, churches, service clubs. There's a recognition that seniors can enrich the life of the community, rather than putting them out to pasture, so to speak, in a category of their own."

Penny works to spread that recognition as a member of the Connecticut Commission on Aging, created in 1993 to keep state officials up to speed on the changing face of the elderly population.

The commission has been "very, very active," says Penny, appointed by then-Governor Jodi Rell in 2007 and set to begin another four-year term. "Legislators rely on our statewide research and knowledge of trends, problems, and successes to decide where programs and funding might be most effective."

She cites the panel's work with University of Connecticut experts on a long-term care needs assessment for the state. "This affects Medicare and Medicaid, and legislators need to know these numbers as they formulate their budget, so the proper services are in place."

The commission has also taken the lead on a federal "rebalancing" program—helping nursing home residents move back into the community when able, through a network of local sup-

port services. "Most people would prefer to be at home," Penny points out, "and it's far less costly for the state."

Healthy Aging

Weighing a medical career as an undergrad in the early '60s, the Delaware native found counselors at the state university steering her in more traditional directions. "I remember one professor telling us, 'Learn how to type, in case you have to go to work.' Can you imagine that theme of counseling being offered today?"

Penny did go to work, for US Gypsum and MIT, and when her hus-

band Bob's IBM career brought the couple to New Canaan in 1975, she quickly got involved in various civic service groups.

"But as my youngest child reached high school, I felt it was time to become more focused in this involvement," and volunteer duty at a local hospital led her in a surprising new direction.

"Working in physical therapy, I found I gravitated most to the older patients. I felt the staff members, as caring and professional as they were, perhaps were more attracted to serving the younger patients. It's common that the older person is seen as someone



It's common that the older person is seen as someone who is not really going to be helped or cured, just maintained, and I felt, 'That's just not right.'

who is not really going to be helped or cured, just maintained, and I felt, 'That's just not right.'

To help set things right, she enrolled in CNR's Gerontology Program. "My goal was to finish up as my youngest son was finishing high school, and we both graduated that same June."

Her master's project promptly spotlighted Penny's leadership skills—she not only researched senior centers nationwide but led the expansion of New Canaan's own center. Attendance has been booming ever since.

"It was a twice-a-week program without its own facility, so it had to pick up after itself every day. I proposed a plan and our first selectman told me, 'If you can raise the money to renovate a building, it's yours.'"

As Penny studied similar facilities, "it became clear to me that we needed to go beyond just a 'senior' center to make it an active-adult center. My main focus," she explains, "is the whole concept of healthy aging. You have to look at the body, the mind, the

whole person, encourage a continued productive involvement in life."

In talking with various service-providers, Penny also saw the need to go beyond the "silo mentality" and establish more effective relationships. This spurred the creation of a town Eldercare Council, a joint effort that has helped expand local senior resources, quadrupling its van fleet and human services staff.

"We needed to make the community aware of the booming population of 65-plus residents—and how they had as much a right to be served as children and other groups."

Taking Responsibility

Penny brings a "regional advocacy perspective" to the aging commission thanks to nearly 20 years in key posts with the Southwestern Connecticut Area Agencies on Aging, one of five such agencies covering the state.

"I've gained an understanding of common issues and contrasting needs across all areas of the state. Delivering

meals or transportation in the state's rural corners, for example, can pose far different challenges than in more suburban Fairfield County."

With more than 40 million Americans already 65 and older, Penny says a pressing national challenge "will be how we address elder needs in a cost-effective manner. States and localities will be hard pressed to deliver these services.

"And if you look at government as the sole source of financial support, it's unsustainable. We need to generate a mindset that people must be responsible about preparing for a longer lifespan."

That responsibility goes beyond the financial, Penny adds. "I recently heard a conference speaker make a fascinating distinction between the 'well-derly' and the 'ill-derly.' I would like to see an increased personal emphasis on wellness," enabling more people to forestall the need for intensive medical care.

"And as the Boomers reach retirement age, I do think we are seeing a shift in the whole aging concept. They are more vibrant, healthy, and engaged than previous generations. They are not looking at 60 or 65 as a calendar date for retirement, but as a new horizon of involvement and adventure."

— Gary Rockfield

Sheryl Ragland

School of New Resources

GROWING UP IN AN impoverished South Bronx neighborhood, Sheryl Ragland never imagined she'd one day be a role model for kids just like herself. But that's exactly what she is.

As the principal of the Promise Academy II Lower Elementary School—one of the charter schools within the renowned Harlem Children's Zone project—Sheryl is a daily motivator for children and families trying to pull themselves out of poverty through education.

While Sheryl always had the desire to create a better life for herself, the success of her career still shocks her a bit. "My goal was always to be better, do better, and rise above my circumstances. I knew I wanted to succeed, but I didn't envision it to this level.

"With each new position I achieved, I was encouraged to work harder and press further. I aspired to be there but couldn't see how it would actually come to fruition. It speaks

to the idea that if you want something badly enough, you go after it and you get it," she adds.

Her decision to pursue a career in education leadership stemmed from the supportive teachers she encountered while attending public school in the Bronx, where she still resides.

"The encouragement I received from my teachers was key for me. I knew I wanted to give that same hope to other young people coming up in poverty."

Climbing the Ladder

Sheryl began working at the Harlem Children's Zone in 1995 as a teacher's aide. Over the next 10 years, she advanced to positions including lead teacher, summer school teacher, after-school coordinator, case manager, crisis prevention program director, and dean of students, before turning her attention to curriculum development. She spent three years as the director of curriculum and instruction for Promise Academy II, where

she was responsible for determining the best possible curriculum for students' academic growth.

But climbing the ladder at work was not Sheryl's only concern. She was also raising a young daughter by herself and completing her college education as an adult learner.

The triple challenge of work, parenting, and school was daunting, but not deterring. She found the perfect solution at The College of New Rochelle's Harlem Campus—just steps from where she worked. Sheryl excelled there, earning her bachelor's degree with a concentration in psychology in just three years, and landing on the Dean's List. She also went on to earn her master's in school administration from Mercy College.

"I met a variety of professors, including Dr. Barbara Adams, Dr. Maureen Manelski, Dr. Janelle Drone, and Prof. Charmetta Cherry, who were inspiring and instrumental during my duration at CNR," she recalls. Dr. Drone, in particular, encouraged her writing talent, which she is currently putting to use penning a self-help book for women.

Giving Back

She was also prodded to return to CNR's Harlem Campus to teach, which she did for two years as an adjunct professor. (She took last year off but has returned to teaching at CNR this fall.) Sheryl sees teaching as another way to give back to the community.

"I thought it was important for CNR students to see other people who came through the program who were reaching a level of success. I also get the chance to teach some of the families who I interact with from the Harlem community, which is nice."

Sheryl's education together with her career and life experience have made her well equipped to handle the challenges of her current role as principal—one she describes as "never a dull moment." Because she grew up in the same environment as her students, and because she has taught in the same classrooms as her teachers, she has a "fuller understanding of how to get the job done.



I'm not only able to connect with my teachers, but I can also hone in on the vision of our school, which is to help kids make significant gains by catering to the whole child.

"I'm not only able to connect with my teachers, but I can also hone in on the vision of our school, which is to help kids make significant gains by catering to the whole child," she says, explaining that the Harlem Children's Zone schools work to address variables, such as nutrition and social and emotional well-being, that can make a child more successful academically.

The school's it-takes-a-village type of philosophy also drives Sheryl's open-door leadership approach. She encourages her staff, students, and families to approach her as often as possible. "My leadership style is to

ensure that I have open communication with the staff, so that we can work toward our shared vision and make sure we are meeting our goals at the school," she says.

"I'm also very visible to our students and families. I want them to know that I am approachable and they can bring their concerns to me."

Her long hours—she often arrives at the school by 7:30 a.m. and leaves at 7 p.m.—back that up.

Clearly, Ragland's passion is reflected in her work as an educator, leader, and champion of Harlem's children.
— Amy Roach Partridge

CNR Receives Major Gift of Complete Museum Set of Ansel Adams Photographs

Rare Collection Donated by Former Faculty Member Is One of Only Ten Complete Museum Sets in Existence by Celebrated Photographer

The College has received a gift of a complete Museum Set of photographs by renowned American photographer Ansel Adams. The Museum Set—which includes 75 signed photographs—is one of only ten complete Museum Sets of Adams' photographs in existence.

The Museum Set donated to the College is a compilation of Adams' life work with photographs of landscapes, including his classic "Moonrise," as well as photographs of famous American artist Georgia O'Keeffe and photographer Alfred Stieglitz. The collection was recently appraised at \$2.5 million. The College unveiled 15 framed and signed photographs from the Museum Set at its Annual Gala on October 11.

This gift was made by Caryl Horwitz, a former faculty member at CNR who donated the collection in memory of Sr. Dorothy Ann Kelly, the College's 11th president, who died in 2009. Horwitz served as Director of the Graduate Art Department at CNR for many years until retiring in 1986. Her late husband, a successful business executive and avid art collector, acquired the Museum Set in the early 1980s.

"We are thrilled to announce this major gift of photographs by Ansel Adams, one of the world's most celebrated photographers. We are deeply grateful to Caryl Horwitz for this rare and extraordinary gift. This is a fitting tribute to Sr. Dorothy Ann Kelly," said CNR President Judith Huntington.

"It is a true joy and a genuine honor to have this Museum Collection added to The College of New Rochelle's art collection. We are an extremely fortunate institution to have received such a kind gift from the



Horwitz family. I look forward to displaying the entire collection in the near future," said Katrina Rhein, Director of the Castle Gallery.

The idea for the Museum Set dates back to 1978 when Ansel Adams was approached by a gallery owner in California with the concept for what was to become the Museum Set Edition of Fine Prints. Originally, it was conceived as a master set of 2,500 prints created from 75 images selected by Adams. Although he was able to complete a substantial number of the prints, Adams died in 1984 and the project was never finished.

Plans are underway to exhibit selected prints from the collection at

the College's Castle Gallery. The Ansel Adams Museum Set adds to the College's collection of photographs that includes works by Gordon Parks.

"It is a profound compliment that Caryl chose CNR to be the beneficiary of this extraordinary gift. There were many other institutions she could have chosen. Clearly, it is indicative of the extraordinary influence and inspiration Sr. Dorothy Ann Kelly had on so many," said President Huntington.

Photos Above:

Top: Georgia O'Keeffe and Orville Cox, Canyon de Chelly National Monument, Arizona, 1937

Bottom Right: Vernal Fall, Yosemite Valley, California, 1948

Bottom Left: Trailer Camp Children, Richmond, California, 1944

Castle Gallery Wins Community Arts Award from ArtsWestchester

The College's Castle Gallery was recently awarded the 2012 Community Arts Award from ArtsWestchester. The award recognizes individuals and organizations whose vision, commitment, and leadership enrich Westchester, its communities, and its citizens. The Castle Gallery won the award for having "demonstrated extraordinary vision and leadership in using the arts to enhance community life, increasing access to cultural experiences, and by enriching the county's cultural heritage." The award was presented at ArtsWestchester's Annual Arts Award Luncheon held on April 4, 2012, at the Crowne Plaza Hotel in White Plains.



*Dee Delbello, Kay Koplovitz, Cindi Bigelow, Judith Huntington, Dr. Michelle Koury, Jennifer Tombaugh, & Elizabeth Bracken-Thompson.
Inset: Hundreds packed Maura Ballroom to hear the panel.*

Powerful Women Event Draws Hundreds

Gender disparity in salary, how to be perceived as assertive rather than aggressive, and the ability to have your ideas heard in male-dominated settings were just some of the topics discussed before a crowd of 300 women at the Powerful Women event, held on February 28, 2012, at The College of New Rochelle.

The event, which was co-hosted with Westfair Business Publications, featured several highly successful women as panelists: Cindi Bigelow, CEO of Bigelow Tea; Judith Huntington, President of The College of New Rochelle; Kay Koplovitz, Founder of USA Networks; Dr. Michelle Koury, COO of Crystal Run Healthcare; and Jennifer Tombaugh, President of Tauck. The event was organized by Dee Delbello, publisher of Westfair Business Publications, and moderated by Elizabeth Bracken-Thompson, Partner at Thompson & Bender, both of whom are CNR alumnae.



CNR Receives Middle States Reaccreditation

In March 2012, the College successfully concluded its Middle States Accreditation review for the ten-year period from 2001-2011. For the past two and a half years, members of the College Community collaborated on the preparation of a document that demonstrated how the College has addressed the Characteristics of Excellence in Higher Education as outlined by the Middle States Commission. The Middle States team determined that the College has met all 14 Standards of Accreditation.

NY Gov. Cuomo Announces Legislation to Protect People with Disabilities at Press Conference at CNR

New York State Governor Andrew Cuomo held a press conference at CNR on May 10, 2012, to announce groundbreaking legislation to protect people with special needs and disabilities. More than 200 representatives of local community organizations, members of the CNR Community, press from all the major news outlets, and government officials filled the College's Maura Ballroom for the event. CNR

President Judith Huntington welcomed the Governor, praising him for the legislation, which she said sets a "new standard of care and protection for our most vulnerable populations. This important legislation resonates with the mission at The College of New Rochelle, which for more than 100 years has been committed to service and ensuring social justice for underserved populations."



Governor Andrew Cuomo is interviewed by SAS student Luisa Garcia following the press conference.

CNR Hosts Regional Economic Development Meeting

The College of New Rochelle hosted local business and community leaders for the Mid-Hudson Regional Economic Development Council Meeting on June 29, 2012. Last summer, Governor Andrew Cuomo created ten Regional Councils—one for each section of the state. The purpose of the Council is to develop long-term strategic plans for economic growth for the region. A key component of Governor Cuomo's transformative approach to economic development, these councils are public-private partnerships made up of local experts and stakeholders from business, academia, local government, and non-government organizations.

Before the meeting started, CNR President Judith Huntington formally welcomed the group to the College. "The work of the Economic Development Council is critically important to all of us doing business in the mid-Hudson region," she said.

"Higher education, like many other industries, will be challenged over the next 10 years like never before in our history by a variety of forces—the economy among them. There is so much synergy between the issues you as a Council are dealing with and those that impact us directly. We too recently launched a collaborative strategic planning process to identify the goals and objectives that will provide new, creative, and innovative ways of educating and providing services to our students so that they may be successful in the 21st century. The issues and challenges that you are addressing and the goals you have identified in your strategic plan will clearly benefit business throughout the mid-Hudson region."



CNR President Judith Huntington talks with Leonard S. Schleifer, President & CEO of Regeneron Pharmaceuticals (right).

CNR Appoints Provost



Dorothy Escribano

In May 2012, Dr. Dorothy Escribano was appointed Provost of the College. Dr. Escribano has served as the College's Senior Vice President for Academic Affairs for the past five years.

In making the appointment, CNR President Judith Huntington said, "The timing of this promotion is crucial as the College launches its first comprehensive institution-wide strategic planning process which Dr. Escribano will lead and coordinate over the next 12 to 16 months."

The Office of the Provost will be at the core of academic administration and planning at The College of New Rochelle. As the chief academic officer of the College, in her new position, Dr. Escribano will be charged with the overall leadership of academic affairs and fostering support for the mission of the College.

Dr. Escribano brings more than 25 years of experience in higher education as an academic administrator and faculty member to this new position. During her years at CNR, she has effectively administered and improved curriculum development, faculty development, assessment, institutional and program planning, accreditation and regulatory issues, and enrollment management.

Dean of Students Appointed

Elaine T. White joined the College as the new Dean of Students in July 2012. Dean White brings more than 20 years of student services experience in the private college setting with her to CNR. She has held positions with increasing levels of responsibility throughout her tenure at institutions of higher learning, mostly recently that of Director of Student Development at Manhattan College.



Elaine T. White

In making the appointment, Dr. Colette Geary, Vice President for Student Services, said, "The Dean of Students position is vital to our ability to continuously enhance the student experience across our campuses. Elaine White is a dynamic leader who challenges students to fully develop their potential, while ensuring that they are guided and supported in appropriate ways. She is an especially adept collaborator and problem-solver, who will always be attuned to the student voice."

White will oversee areas and programs especially related to supporting students in their diverse needs and to increasing their engagement in meaningful out-of-classroom experiences that support their personal growth. She will oversee the Office of Student Development which serves both commuter and resident students, providing a range of co-curricular and extracurricular offerings. She will also supervise the offices of Counseling and Health Services, including the Disability Services program, and will provide outreach to all campuses.

Darryl Jones Named School of New Resources Dean



Darryl E. Jones

Dr. Darryl E. Jones became the Dean of the School of New Resources on July 1, 2012. Jones previously served as Campus Director at the School of New Resources Brooklyn Campus.

Jones joined the CNR Graduate School in 2004 as Assistant to the Dean for Enrollment Management.

Two years later, he became Assistant Director of the Brooklyn Campus and was later promoted to Campus Director.

He holds a B.A. in Psychology from North Carolina State University-Raleigh, an M.Ed. from Howard University, and a Ph.D. in Higher Education Leadership from the Union Institute.

In accepting the appointment, Dr. Jones said, "I am quite excited to continue to be a part of The College of New Rochelle family. As Dean of the School of New Resources, I am ready to grasp this critical moment in time and, together with our students, staff, and faculty continue to create pathways for adult learners to navigate the world of today and the world of tomorrow."

New Campus Directors Named



Arleen Hogan

New campus directors have been appointed to lead two School of New Resources campuses. Dr. Arleen Hogan has taken over as campus director of the Co-op City Campus. Dr. Stephen Greenfeld is now campus director at the DC-37 Campus.

Hogan first came to the Co-op City Campus as an adjunct in 2003. A year later, she became a member of the Instructional Staff Team at the campus, in the area of Psychology. Since then, she has become a vital member of Co-op's administrative team.

A strong advocate for adult learners, she earned a B.S. in Psychology from Fordham University, an M.S. in General



Stephen Greenfeld

Psychology from NYU, and a Ph.D. in Psychology from The New School.

Greenfeld has worked for 17 years in higher education administration in positions at Marymount Manhattan College, Bronx Community College, George Mason University, and LaGuardia Community College. He has served as Assistant Campus Director at the DC-37 Campus since 2007. He has also taught courses at the campus and supervised the ACCESS Resource Center.

He earned his B.A. in English at The College of William and Mary, M.A. in Comparative Literature at Indiana University, and Ph.D. in English at Columbia University.

CNR Awarded \$250,000 College Access Challenge Grant

The College of New Rochelle has been awarded a \$250,000 College Access Challenge (CAC) grant from New York State's Higher Education Services Corporation (HESC). The grant will be used by the School of New Resources to provide scholarships to qualified adult learners seeking access to post-secondary education despite lacking a high school diploma or GED certificate. Congress has recently tightened the eligibility criteria for federal financial aid in the form of Pell grants, so that those lacking a high school diploma or the GED no longer qualify for assistance. The scholarships to be funded by the CAC grant will keep the door to college open for a limited number of these students.

In making the announcement of the CAC grant, CNR President Judith Huntington said, "Earning a college degree can be one of life's most important achievements. From a financial standpoint, the difference in annual earnings between a college graduate and someone who has only a high school degree is astounding."

According to U.S. Census Bureau statistics, the average annual salary of someone with a bachelor's degree is \$51,206, versus \$27,915 a year for a high school graduate. Over the course of a lifetime, the difference in earnings could exceed \$1 million.

The College Access Challenge Grant Program, a national initiative funded by the United States Department of Education, is administered in New York by HESC and the grant monies are used to enable economically disadvantaged students to gain access to a college education. They are awarded to institutions who propose innovative solutions to problems of access for poor, historically underrepresented populations.

The grant will enable the College to select qualified and motivated students from the Bronx for placement in the School's specially tailored College Access Program. By December 2013, SNR anticipates that some 45 students will have accumulated the necessary 24 core college credits required for the GED. They will then qualify for federal financial aid.

"The School of New Resources has been actively exploring innovative ways in which it can keep the door to post-secondary education open for our students," said President Huntington. "This important grant allows us to continue our mission of providing access to higher education for those adults who have the ability to gain, but not yet the opportunity to achieve an advanced degree. That is our challenge. This is our mission."

CNR Faculty Share Expertise with Nursing College in Ghana



Susan Allen had just heard from a friend traveling to Venice for work when she walked into School of Nursing Dean Mary Alice Donius' office back in February and said, "I never get to go anywhere."

She was joking, mostly, so she was a little taken aback when Donius replied, "Well, do you want to go to Ghana?"

For Lynda Shand, on the other hand, the moment of doubt took place right after she said yes. "What did I get myself into?" she asked herself.

But any concerns the two faculty members might have had disappeared soon after they touched down in the West African nation and began work with the Holy Family Nursing and Midwifery Training College in the town of Berekum.

The trip was organized by the Giving to Ghana Foundation, which was also bringing a team of law school faculty from Fordham University and St. John's University to train locals in alternative conflict resolution.

CNR alumna and Board of Trustees member Judy Kenny, whose husband, Dennis Kenny, is chairman of the foundation, suggested the additional mission for the nursing faculty. Two other nursing faculty members from Pace University were also part of the team and traveled to another part of the country.

The trip began August 3 with an 11-hour flight from JFK to Accra, which left seven hours behind schedule and forced the travelers to stay overnight in the Ghanaian capital. That was followed by a short plane ride and over two hours in a car.

Allen and Shand spent their first day at the college getting the lay of the land, looking at the curriculum, and touring the facilities. "We were very impressed," Shand said. "The school was very well-equipped, although there was not a lot of technology or new equipment."

In a fortunate coincidence, representatives from the country's accreditation board were visiting the school that same day. "It's good to meet face-to-face with people you will be dealing with in the future," said Shand.

The next day, the faculty members and the principal of the college visited the clinics,

hospitals, and independent birthing homes where students gain hands-on experience. Allen gained some hands-on experience herself, participating in the birth of a baby girl.

"It was quite exciting," said Allen, who is a certified nurse midwife but had not been directly involved in a delivery for a long time. "It cinched a sense of collegiality," she said. "It felt like we could really work together to birth a new reality."

Allen said that maternal mortality is a big concern in Ghana, and learning that fact convinced her that visiting the country was the right thing to do. "When we found out what the need was, the match was even better than we realized."

Allen and Shand then sat down with school administrators and emerged with two goals: to help faculty raise their credentials from baccalaureate to master's degrees, and to help the school's graduates, who are essentially RNs, to get BSN degrees.

"We started to formulate some ideas," said Allen, including video conferencing between students of both schools, and a way for the students in Ghana to gain access to The College of New Rochelle's library resources.

Of course, such initiatives will require technological upgrades on both sides, but that seems almost like a minor issue at this point. "We went there not knowing how we could work together, whether because of distance or cultural differences," said Shand. "But we came away with more commonalities than differences."

Allen and Shand also benefited from the trip on a personal level. "It was very inspiring for me as a nursing and midwifery professional to be there," Allen said. "I would love to go back with a fuller contingent," she added, perhaps with Ghanaian students, alumni, and staff.

"It was an amazing experience to spend time with a colleague in Ghana and talk about teaching, learning, the profession," said Shand, "rather than read about it in books, to actually experience that with somebody."

— Mark Ramirez



In September 2012, Bishop Matthew Kwasi Gyamfi of Ghana visited CNR to thank CNR President Judith Huntington and CNR's School of Nursing for helping to improve the curriculum of the nursing college in his diocese in Ghana. Pictured here are: Dennis Lynch, President of the Giving to Ghana Foundation; Susan Allen, Director of Operations at CNR; Judith Huntington; Bishop Matthew Kwasi Gyamfi; and Dennis Kenny, Chairman of the Giving to Ghana Foundation. Inset: Susan Allen (center) and Lynda Shand (right) in Ghana.

CNR Celebrates Class of 2012 at 105th Commencement

More than 1,000 baccalaureate and master's degrees were awarded at The College of New Rochelle's 105th Commencement on May 19, 2012, at Radio City Music Hall. Before receiving their degrees, graduates and their families heard an uplifting and inspiring address by Carla Harris, Managing Director, Emerging Manager Platform, Morgan Stanley Investment Management. Harris also received an honorary degree from the College. Later, those in attendance enjoyed a musical interlude by internationally acclaimed musician and honorary degree recipient Wynton Marsalis, who was joined by Carla Harris, who is also an accomplished singer. Archbishop Francis Chullikatt, Permanent Observer of The Holy See to the United Nations, also an honorary degree recipient, offered both the invocation and benediction during the ceremony.



B



A



C



D



A. CNR President Judith Huntington looks on as honorary degree recipients Wynton Marsalis and Carla Harris rehearse for their musical performance prior to the start of Commencement. **B.** CNR President Judith Huntington congratulates a student. **C.** Smiling for the camera before the ceremony. **D.** Isabel Melo, Manual Mirabal, Michael Pompa, Diana Riccio, & Lais Moises **E.** Rachelle LeBlanc **F.** CNR trustee Father Leo O'Donovan, SJ & Archbishop Francis Chullikatt, honorary degree recipient **G.** Jessica Talbot (center) is congratulated by family. **H.** A nursing grad with her family.



Visit CNR's YouTube Channel—CNR1904—to hear Harris' speech as well as view other highlights from Commencement.

H

Mentorship Program Helps CNR Students on Path to Medical Careers

For two CNR juniors planning to become doctors, the Summer Undergraduate Mentorship Program at the Albert Einstein College of Medicine's Hispanic Center of Excellence delivered everything it promised and then some. The experience strengthened their commitment to the field of medicine while providing more of the resources they need to pursue their desired careers.

Denise Dailey SAS'14, a chemistry major with a minor in biology, plans on attending medical school to become a forensic pathologist. But that wasn't exactly the case before she took part in the mentorship program.

Clinical pathology—the analysis of bodily fluids to diagnose diseases—was what she thought she wanted to do. Because of that interest, she was assigned to shadow a clinical pathologist (as well as an ophthalmologist). But while Dailey likes spending time in the lab—she is a chemistry major, after all—she said the work involved “way too much blood.” That, in part, inspired the shift to the study of bodies to determine the cause of death.

As part of the program, Dailey had the opportunity to dissect a cow heart, “and I was the best student. I really had fun.” There's also a serious reason for the change: When Dailey's uncle died in their native Dominica, it took three weeks to determine what killed him. That's why Dailey wants to work in her home county, in Africa, or in one of the world's poorer nations.

Missiel Munoz SAS'14, a biology major with a minor in chemistry, has always wanted to be a doctor, and she said her time in the program “reinforced and solidified my interest in medicine.”

Her interest in the diagnosis and treatment of cancer led her to be paired with an oncologist, as well as a hematologist.

Shadowing her mentors, Munoz said, “gave me a

profound understanding of what medicine is all about on all levels.” She said the experience gave her insight into how a doctor works. “It trained my mind to think like a doctor,” Munoz said. But she also saw how important the interaction is with patients.

Being able to meet many medical professionals “was a big reward of the program,” she said. Dailey also cited the networking opportunities as a big plus.

In addition, Munoz was able to fulfill a desire to observe surgery.

Dailey and Munoz enjoyed the program so much that both have put Albert Einstein College of Medicine on their short list of medical schools to which they want to apply. “You have so many people that want to help you,” Munoz said. “It's a great community of people.”

“It was a great experience,” said Dailey. “I wouldn't trade it for the world.”

In addition to shadowing doctors and meeting medical students and other professionals, participants also completed a research project.

Dailey studied the prevalence of autism in the Hispanic community in New York City. “We thought it would be higher,” she said, but her research found it was lower because many don't have as much access to health care. While autism can be diagnosed in children as young as two, it often isn't detected in Hispanic children until 11 or 12, Dailey said.

Munoz's project explored the prevalence of gastric cancer in Hispanics and African-Americans and its possible link to a certain type of infection.

— Mark Ramirez



Starbucks Café Opens in Gill Library

A Starbucks Café opened in Gill Library on September 28, 2012. Serving Starbucks beverages and a variety of sandwiches and salads, the café was opened as part of an overall enhancement of dining services on campus that will meet the needs of the entire College Community, including adult students who arrive in the evening for classes, often after the main cafeteria has closed.

A comprehensive review of the College's dining services program was conducted last spring to ensure that the College Community was being provided with a vibrant dining environment exemplified by the highest standards of quality and service. A successful dining experience is integral to the College's institutional mission and a vital component of student recruitment, engagement, and retention. Over the summer, CulinArt was selected as the College's new food service vendor, and they have received very positive reviews from students thus far.



CNR President Judith Huntington officially opens Starbucks Café on campus as Colette Geary, Vice President for Student Services, and Keith Borge, Vice President for Financial Affairs, look on.

We Remember

Alice Branagan



On July 27, 2012, Alice Branagan, a longtime member of the SAS Music Department as an Instructor of Voice, passed away at the age of 102. A dramatic soprano, she appeared on Broadway in *The Devil and Daniel Webster* in 1938 and later played the lead role of Nettie in *Carousel*. She also shared her vocal gifts as a soloist in local churches and synagogues and sang in the adult choir of CNR's Holy Family Chapel for many years. In 1947, she joined the faculty at the College, teaching voice and music appreciation. Even after her retirement in 1971, she continued to teach voice to CNR students and gave private lessons in her home until the age of 99. A memorial Mass was held at Holy Family Chapel in September 2012.

Laura Ellis



Longtime faculty member and administrator Dr. Laura Ellis passed away on October 4, 2012. Laura retired from the College in 2002, as Dean of the Graduate School, after 24 years of dedicated service.

Her personal and professional life resonated with the College's mission—a value-centered life dedicated to learning, to teaching, to self-expression, and service to others.

Her early professional career was spent teaching in the NYC public schools and at the Institute for Developmental Studies before joining the faculty of the Graduate School in Early Childhood Education in 1978. Fourteen years later, she was named Dean of the Graduate School. Under her careful stewardship the School expanded its programs and solidified its reputation as a pre-eminent provider of graduate education in Westchester County. She also reorganized the administrative structure of the School into the Divisions of Art and Communication Studies, Education, and Human Services. She was a talented, thoughtful, and devoted member of this community who touched the lives of faculty, staff, and students alike.

*May They
Rest in Peace*



Paver Walkway Dedicated at Wellness Center

Over 100 alumnae/i and friends of the College came together for the Paver Walkway Dedication and Ceremony on September 22, 2012. The engraved 12" x 12" pavers, placed adjacent to the Ralph & Mary Fischer Bell Contemplation Garden at The Wellness Center, were purchased to honor and remember loved ones, CNR friends, and CNR professors.

The event began with Nancy Harkins, Alumnae/i Board Second Vice President, welcoming the community and sharing a brief history of the paver project which began as an idea from the Alumnae/i Association in 2008.

CNR President Judith Huntington then spoke about the project and shared moving sentiments from an alumna regarding the paver walkway.

President Huntington also thanked all of those who purchased pavers and expressed her gratitude to the Alumnae/i Board for "implementing this project on CNR's behalf—each paver is a poignant reminder of the abundance of life in our CNR family."

Father Joe concluded the ceremony with a beautiful blessing of the pavers. Alumnae/i and friends then celebrated the day with a reception in The Wellness Center adjacent to the paver walkway.

Photos Above: Top: Nearly 150 pavers were sold to alumnae and friends of the College. Bottom Left: Martha Reddington SAS'76 & Mary Jane Kann Reddington SAS'45 Bottom Right: Joseph Antalec & Margaret Reilly Antalec SAS'59 listen during the dedication program.



A



B

CNR CELEBRATES 74TH ANNUAL ALUMNAE/I COLLEGE

The College of New Rochelle celebrated its 74th annual Alumnae/i College on June 9, 2012. Alumnae/i from years ending in twos and sevens convened for a variety of activities including the President's welcome, keynote address by Sr. Joan Kirby, awards ceremony, class photos, meetings, Mass, and dinner and dancing.



D



G



H





C

A. Members of the Class of '52 – Sr. Kathleen O'Connell, OSU, Sr. Marcia Kimball, OSU, Patricia Ahearn Gillin, & Caryl Corbetta Schiess **B.** Kathleen Burns Hendrix, Mary Lou Kelley Crane, Helen Kruse Larkin, Ellen Gorman Winters, Arlene Whited Kalinowski, & Eileen Gallagher Harrington of the Class of '62 **C.** Members of the Class of 1987 pose in front of Maura Hall **D.** The Class of '92 celebrated their 20th reunion – Lorraine Groves Daddario, Jennifer Warner, Michele Bergeron, Michelle DiPoala, Lisa Waldron Meade, & Rosemary Ryan **E.** Members of the Class of '82 celebrate at their 30th reunion **F.** Angela Merici Medal recipients M. Veronica Gilligan SAS'62, Kathleen Burns Hendrix SAS'62, Alice Timothy SAS'52 & Donna Matthews Walcott SAS'52 with CNR President Judith Huntington (center) **G.** Sr. Joan Kirby, RSCJ delivered the keynote address **H.** Mary Quinn Quinn, Celeste Boland Sundermann, & Sr. Alice Gallin, OSU of the Class of '42 **I.** The "Golden Girls" of the Class of 1962 celebrated their 50th reunion with a march across campus



E



F



I

AWARD WINNERS

ANGELA MERICI MEDAL

Alice Timothy SAS'52
Donna Matthews Walcott SAS'52
Kathleen Burns Hendrix SAS'62
M. Veronica Gilligan SAS'62
Kassandra Loucas Romas SAS'67

WOMEN OF ACHIEVEMENT

Alice Gallin, OSU SAS'42
Regina Peruggi McCallion SAS'67

URSULA LAURUS CITATION

Caryl Corbetta Schiess SAS'52
June Swantko Olszewski SAS'52
Marie Valluzzo Convertito SAS'57
Francine Corcoran Edwards SAS'57
Carol Nelson Andrews SAS'62
Mollie McLaughlin Crumrine SAS'62
Virginia Shuford Brown SAS'72
Mary Eckert SAS'72
Frances Katy Connors McCaffrey SAS'72
Nilda Bayron-Resnick SAS'77
Jane Grasso Dennehy SAS'82
Meghan Toomey SAS'02

Verizon Foundation Presents \$75,000 to School of New Resources



Kevin Service, Judith Huntington, & Patrick Lespinasse, Director of Government Affairs, Verizon Communications.

Students at the College's city campuses are now able to take full advantage of SMART Board technology thanks to a significant grant of \$75,000 given to the School of New Resources by the Verizon Foundation. In a ceremony held on CNR's Main Campus in New Rochelle on June 15, 2012, Kevin Service, Northeast Area President of Verizon Communications and a CNR Board member, formally presented CNR President Judith Huntington with the first grant installment check.

In making the presentation to President Huntington, Mr. Service said, "Technological advances continue to accelerate, with new applications and services launching every day. What's really exciting is when we can apply its power to drive advancements in education. That's where there is a clear-cut benefit for society. We're happy Verizon can be a part of bringing these new learning tools and capabilities to The College of New Rochelle."

Through the generosity of the Verizon Foundation, the College will purchase nine SMART Boards and will provide training for 15 instructors over the three-year period at its city campuses in the South Bronx, Bedford-Stuyvesant, Harlem, and at DC-37 union headquarters.

"It is imperative that our students have the latest technology available to them," said Dr. Dorothy Escibano, Provost and Senior Vice President for Academic Affairs of the College, "to enhance their learning experience and provide them with the skills necessary to advance them in their careers. These additional SMART Boards are a significant addition to the educational environment of our city campuses."

The new SMART Boards augment already existing technology at the College, which includes complete wireless coverage at all campuses, state-of-the-art computer labs, electronic document cameras, CNR's ANGEL learning management system, and a variety of innovative technologies, such as a student response system (clickers) that offers immediate feedback to instructors in the classroom, as well as SMART Boards.

CORPORATE AND FOUNDATION GRANTS SUPPORT CNR STUDENTS AND PROGRAMMING

The College has been fortunate to receive several grants this year that support CNR students and programs.

In the spring of 2012, **Safra Bank provided a one-year \$50,000 grant**, which will be used towards the cost of planning the School of New Resources' proposed pilot GED program, which the College expects to launch following the curricular changes to the national GED in 2014. In addition, the School of Nursing **received a one-year \$25,000 grant from the Rudin Foundation** for scholarship support for the School's second-degree accelerated nursing program, whose students have exhausted their eligibility for Federal financial aid.

CNR received a **\$54,000 grant from PepsiCo** for the Wellness Coaches Program in December 2011. The funds are being used to train CNR students in wellness programs. Trained students then conduct health and wellness-related programs on the Main Campus, at New Rochelle High School, and in the New Rochelle community. The remaining grant funds will be spent down during the course of 2013.

The College received a **one-year \$15,000 grant from Con Edison** in November 2011. The funds were split between two programs at the College: \$5,000 for staging the Sonia Kovalevsky Math Day, which brings high school girls from the New Rochelle area to CNR to learn about careers and opportunities for math majors; and \$10,000 for sustainability education at CNR.

"Increasing our corporate and foundational support is vital as we seek additional sources of revenue beyond tuition," said CNR President Judith Huntington. "I am extremely grateful that these companies and organizations have chosen to partner with us in advancing our mission and would like to express my deep appreciation to our trustees Hugh Johnston, Chief Financial Officer at PepsiCo, and Saddle Smith, Vice President, Enterprise Shared Services, at Con Edison, for their support."

CNR Welcomes New Members to the Board of Trustees



Carla Romita Eccleston



Margaret Ann Moser,
OSU

This May, two new members joined the College's Board of Trustees—Carla L. Romita Eccleston, Esq. and Margaret Ann Moser, OSU. In making the appointments, CNR President Judith Huntington said, "The Trustees are responsible in so many ways for the well-being of this institution. I turn to them for their good counsel and for their wisdom. They give generously of their time and energy to the College, and all of us in the community, students, faculty, and staff, are grateful for their dedication."

Carla Romita Eccleston is Senior Vice-President of Castle Oil Corporation. In her position at Castle, Romita Eccleston manages company-wide advertising, promotional, and marketing efforts, and oversees sales and administrative functions for her division which supplies heating oil to thousands of residential and commercial customers in Westchester, Putnam, Rockland, and Dutchess Counties. She is also responsible for managing Castle's human resources, insurance matters, and real estate portfolio.

Her involvement in industry associations includes her positions of past president and current member of the Board of Directors of New York Oil Heating Association, Inc. (NYOHA) and Chair of the Empire State Petroleum Association (ESPA). She is a Vice President and member of the Board of Directors at the Independent Fuel Terminal Operators Association (IFTOA) and a board member of the Associated Builders and Owners of Greater New York (ABO).

Prior to joining Castle, Romita Eccleston practiced law at the firm of Reid & Priest LLP in Manhattan, where she specialized in general corporate, utilities financing, and real estate law.

In addition to her duties at Castle, Romita Eccleston serves on the Leadership Board of Project Y.E.S.S., which raises funds to finance capital improvements for the inner-city schools of the New York Archdiocese. She is also the Chair of the Board of Trustees of The Ursuline School in New Rochelle and previously served as a member of the Board of Trustees of The College of New Rochelle from 2006 to 2011.

Sr. Margaret Ann Moser was President of the Ursuline Academy of Dallas, TX, until June 30, 2012, when she retired as president and assumed a new position as President Emerita. A CNR alumna, she has had a long career in teaching and administration spanning more than four decades. She has been principal of schools in St. Louis and New Orleans, and served as Associate Director of Religious Education with the Office of Religious Education in Springfield, IL, and in the Archdiocese of New Orleans. Sister Margaret Ann also received her certification in spiritual direction in New Orleans and extended her ministry to also include retreat facilitation.

Under her leadership, the Academy has grown tremendously and she has led multimillion-dollar fundraising campaigns and directed landmark expansion of campus facilities. Over the years, she has also promoted steady growth in endowments for scholarships, faculty, and facilities.

In February of this year, The Catholic Foundation honored her with the 30th Annual Catholic Foundation Award in recognition of her commitment and service to Catholic education and the Dallas community.

She is currently a member of the Catholic Housing Initiative Board, Sisters of Our Lady of Charity Advisory Board, and the Ursuline Academy of New Orleans Board of Trustees. She is a former member of the boards of St. Alcuin Montessori School, Dallas, and Duchesne Academy of the Sacred Heart, Houston.

Award-Winning Author and Journalist Richard Louv Speaks on Connecting with Nature

The vital importance of reconnecting with nature was the subject of a lecture by Richard Louv, a journalist and bestselling author, who spoke at CNR on April 10, 2012 before a crowd of over 125 people. The lecture was co-sponsored by the Environmental Studies and Education Programs of the School of Arts & Sciences.

Nature experiences are essential for healthy child development, according to Louv in his book, *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. This idea has sparked a nationwide discussion among parents, educators, and healthcare professionals and inspired such legislative initiatives as "No Child Left Inside."

In his most recent book, *The Nature Principle: Reconnecting With Life in a Virtual Age*, Louv makes the case that our increasingly high-tech lives need to be balanced by an equal engagement with nature if people of all ages are to truly thrive in the 21st century.

Louv has written eight books about the connections between family, nature, and community. In 2008, he was awarded the Audubon Medal from the National Audubon Society. Prior recipients have included Rachel Carson, E. O. Wilson, and President Jimmy Carter. He is co-founder and chairman emeritus of the Children & Nature Network, an organization leading the effort to encourage families and communities to enable children to experience nature.

Catherine Tyburski Nagy SAS'62

\$50,000 to scholarships

Catherine Tyburski Nagy and her husband Paul made a gift of \$50,000 to The College of New Rochelle. They have also made a provision for the College in their estate planning. We had the opportunity to speak personally with them in June 2012 as they attended Catherine's 50th reunion celebration.



Paul Nagy & Catherine Tyburski Nagy SAS'62

I remember when I first came to New Rochelle. I was still in high school and I drove down with my parents from Connecticut on the typical college tour. I was the first in my family to go to college. We stopped at Manhattanville and their social work program interested me, but then we continued on to New Rochelle. When I arrived at CNR and walked onto the campus, I remember thinking—I have to stay here. There was such a charm about the place... the buildings... the small campus. There was something comfortable and inviting about the College. It was true then. It is true today.

For me, and for many women of my generation, college was our first entrée into the world of work; our first time leaving home to be independent. Living apart from our families was a big step for all of us.

I worked hard as an undergraduate. College wasn't easy for me, but it was a wonderful experience. I was living with other young women. We were a community. We studied hard. We went into New York City on Saturdays. We had a great life at CNR.

The student body at the College has changed,

becoming much more diverse, and that is a wonderful development. I still, however, appreciate the benefits of a single-sex education. Going to school with other young women was perfect for me. I was able to grow and become myself in this kind of environment.

I am delighted, too, that CNR has continued its single-sex education in the School of Arts & Sciences, and I am also delighted that the College now has a nursing program, because when I graduated in 1962 with a B.A. in Sociology, I had to go to Columbia to earn my nursing degree.

One of the biggest changes for CNR, of course, was the establishment of the School of New Resources. I thought it was a fitting development for the College. It expanded CNR's mission to be very inclusive, embracing the world and all the people in it. It was a dramatic step and, I think, an outstanding achievement. CNR took a bolder path than most other Catholic women's colleges in those days. They moved forward. Over the years, I have watched the College change and grow; it has been fascinating.

I married an educator and our lives have been devoted to academe. We have always supported students; our home has been open to them in all the countries around the world where my husband Paul has taught. Education is a value and a passion we share, which is why I have supported The College of New Rochelle all these years.

CNR has grown and evolved. The College Community is diverse, which is wonderful to see, the curricula has changed and adapted with new schools and new programs; CNR is keeping up with the times, and in some ways has been ahead of its time.

Even with all of the changes, I still find The College of New Rochelle to be the same wonderful, warm, and inviting place. Being on campus again, it is easy to appreciate the beauty and charm of CNR, and to remember how immediately I knew that this was the college where I wanted to be.

Dorothy M. Hyde SAS'37 never forgot The College of New Rochelle. *She died at age 97 in 2011, leaving CNR more than \$900,000.*



Anyone who knew Dorothy described her as a most pleasant and proper lady, who was always “dressed to the nines.”

After graduating from The College of New Rochelle in 1937 with a degree in Spanish, she worked with Eastman Kodak in the International Group with responsibilities for Argentina. She later retired from the Consumer Group in 1983 after 42 years with Kodak!

An active church member, Dorothy's generous nature touched family and friends in so many ways. While she lost her father when she was 16, she was a devoted daughter to her mother who passed away at the age of 103.

When Dorothy died she remembered her alma mater by leaving her estate to The College of New Rochelle. The gift of a bequest to CNR, no matter what the size, can make a lasting difference in the lives of our students. Dorothy wanted this bequest to be her legacy.

For more information or talk with someone about including the College in your estate plans, please contact Claire Manto at (914)654-5282 or cmanto@cnr.edu.

If you have already included the College in your estate plans and have not informed us, please let us know so we can acknowledge your thoughtfulness and enroll you in CNR's Heritage Society. Thank you!

How long does it usually take to double your money?

- ➡ @ 5% 14 years
- ➡ @ 7% 10 years
- ➡ at The College of New Rochelle — you can do it right now!

The College of New Rochelle has received a “Million Dollar Challenge” match from a generous alumna benefactor!

All new and increased gifts this year (7/1/12 — 6/30/13) will be matched dollar for dollar up to \$1 million as a result of this Challenge, which was created to strengthen CNR as well as to express confidence in the future of the College under the leadership of President Judith Huntington.

This is a wonderful opportunity to double the value of your gift and reinforce CNR's mission, vision, and initiatives. Say “Yes!” to the Million Dollar Challenge now by sending your gift to the College:

You can write a check, use a credit card, or donate online at www.mycnr.com/makeagift.
Send your gift to: The College of New Rochelle Office of Annual Giving, 29 Castle Place,
New Rochelle, NY 10805.
Information: **1-800-474-4232**





The College of New Rochelle

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SR. DOROTHY ANN KELLY, OSU SCHOLARSHIP FUND

Sister Dorothy Ann Kelly first brought her bright, inquiring mind to CNR as a gifted student and then as an admired and highly effective faculty member, dean, president, and chancellor. For more than 60 years she placed her considerable talents at the service of the College Community, touching thousands with her wisdom and caring. A multi-talented and highly competent leader, she lovingly took CNR to new heights and gifted us with her great faith, dedication, and compassion.

A special Gala was held recently to honor Sr. Dorothy Ann's life and legacy to the College. Go to www.cnr.edu to read more about the event and view the video tribute to this remarkable leader—CNR's 11th president.

The Sr. Dorothy Ann Kelly, OSU Scholarship Fund established at CNR not only honors Sr. Dorothy Ann's legacy of devoted service, but also enables students like her to enroll and remain at the College.

If you would like to honor Sr. Dorothy Ann Kelly's legacy and help us continue to build the College's scholarship resources, please send a check, payable to The College of New Rochelle SDAK Scholarship Fund, to:

The College of New Rochelle Office of Annual Giving
29 Castle Place, New Rochelle, NY 10805

You can also make a gift online at www.mycnr.com/makeagift.

For further information, call 1-800-474-4232.

